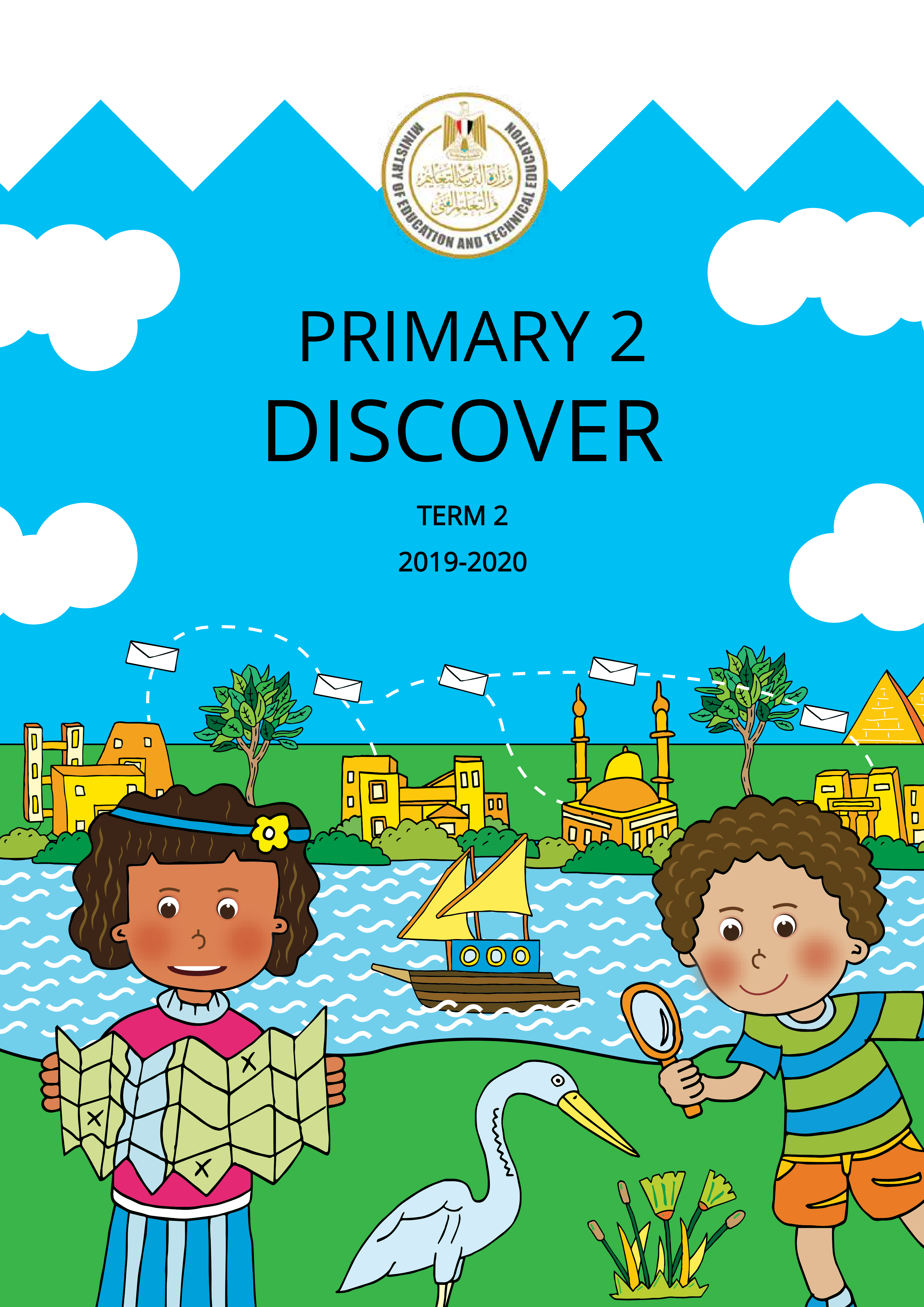

MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
وزارة التربية والتعليم والتعليم الفني
PRIMARY 2
DISCOVER
TERM 2
2019-2020

# FOREWORD

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors and to our partners including "Discovery Education," "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, and WB, who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

# WORDS FROM THE MINISTER OF EDUCATION & TECHNICAL EDUCATION

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

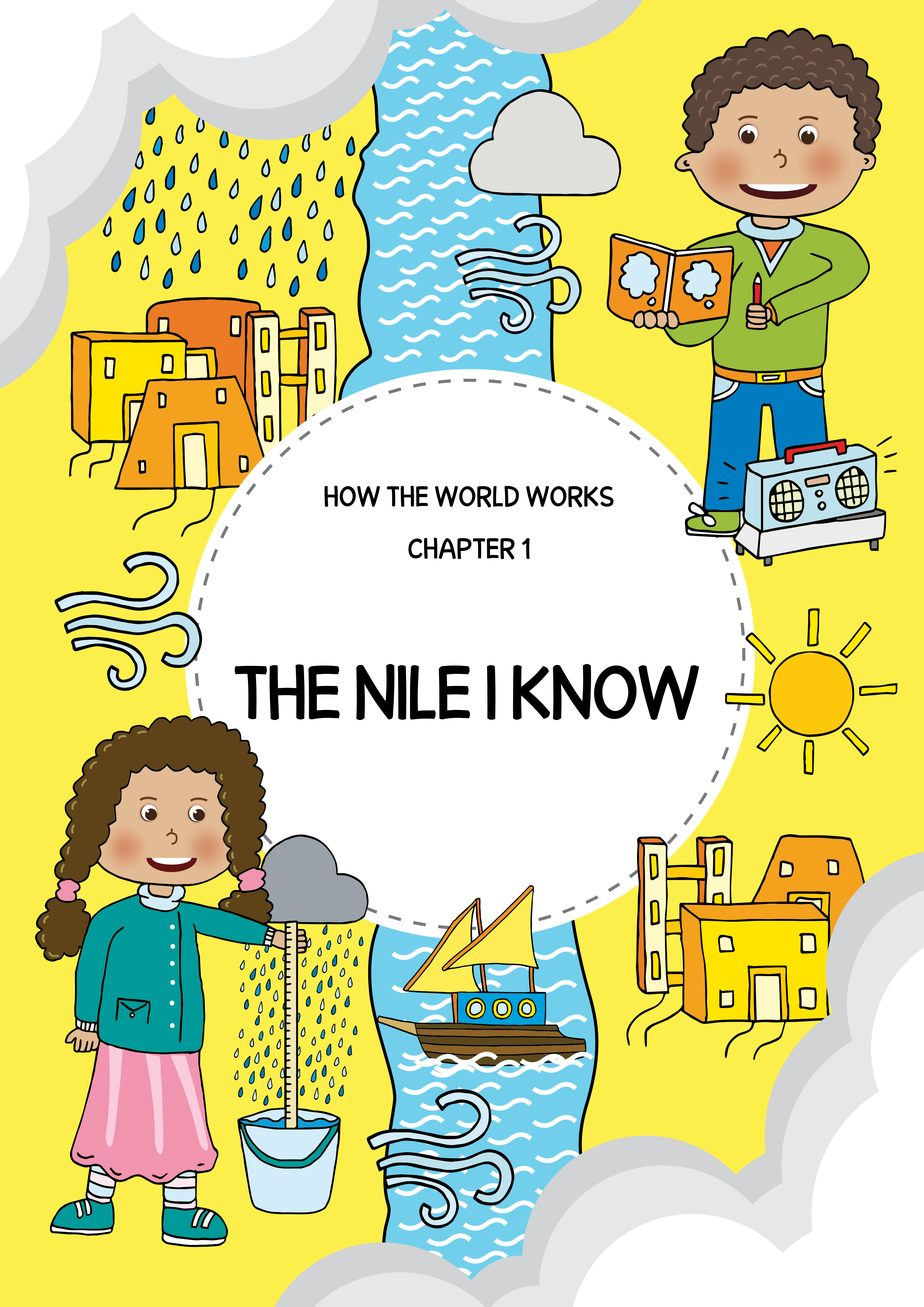
I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

**Dr. Tarek Galal Shawki**
**Minister of Education & Technical Education**

NAME: ------------------------------------------

**CONTENTS**


HOW THE WORLD WORKS
CHAPTER 1
THE NILE I KNOW



## NOUR GETS EXCITING NEWS

**Read the story. Circle words you do not know.**

Most of the family was already eating when Nour came to the breakfast table.

Grandma said, “Good morning, Nour. We have some exciting news for you.”

“Good morning, Grandma,” Nour said. “What is the news?”

“May I tell her, Grandma?” Samir said, wiggling in his seat. “May I, please?”



“Of course, Samir,” Grandma answered. “Please tell Nour our news.”

“We’re going on a trip,” Samir said happily. “A big trip.”

“This sounds fun. Where are we going?” Nour asked.

“That’s the best part,” Sara said. “We get to decide where we are going.”

“Oh, wow!” Nour said. “This is going to be fun.”



## VOCABULARY: GEOGRAPHY

**Think about your own definition for the new word. Complete the chart.**

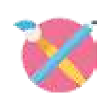
Vocabulary Word: ____________

| Your Definition | Illustration |
| --- | --- |
| | |

Give an example of how the land affects people:

____________

____________

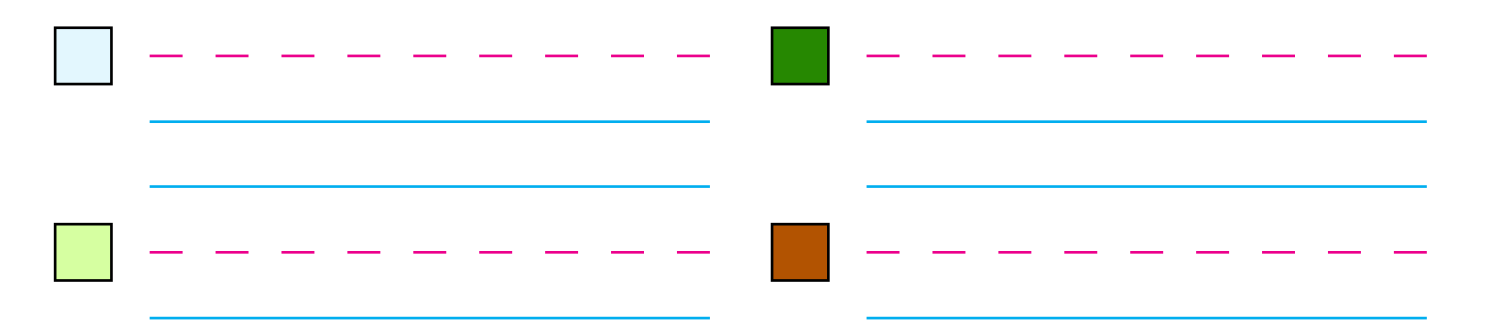


## SAY HELLO TO EGYPT

**Run your finger along the Nile River in the direction that it flows. Complete the legend at the bottom of the map.**

Al Mansurah
Alexandria
Bur Sa´id
Tanta
Cairo
Suez
Al Fayyum
Asyut
Luxor
Aswan
North
West
East
South

LEGEND





## MAP FOR NOUR

Using crayons, draw a map of Egypt so Nour will know about its different regions. You may use any colors that you like. Be sure to include a legend in your map.

0 100 200
km



## PLANNING NOUR'S TRIP

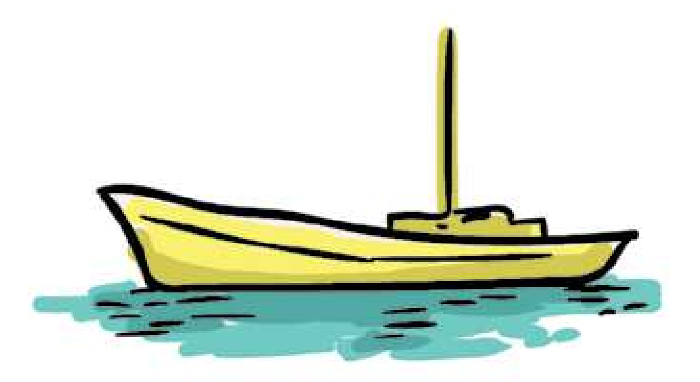
**Read the story. Circle words you do not know.**

When Nour's father came home from work, he found Nour, Sara, and Samir sitting at the kitchen table, looking at a big map of Egypt.

"What are you children looking at on the map?" Nour's father asked.

"We are planning our trip," Samir said. "We are planning the big trip."

Sara said, "We are wondering where we should go."



Nour added, "And how we should get there."

"What are the choices?" Nour's father asked.

"I want to go on a boat ride," Samir said. "And maybe catch some fish."

"A boat ride sounds fun," Nour's father said.

"Yes," said Nour, "Maybe we could go on a riverboat tour of the Nile River."



## BOATS OF THE NILE

Look at the pictures of the boats. Circle your favorite boat.















## OUR BOAT DESIGN

Can you see how the pieces in the drawing below fit together to make the rowboat? Cut out the boat pieces.

RIGHT SIDE

RIGHT BOTTOM

LEFT BOTTOM

LEFT SIDE

FRONT

BACK



## TESTING OUR BOAT

Taking turns with other students, carefully place your boat in the water. Once it looks steady, add one piece of cargo at a time, counting and recording the total number of each type of cargo. When the boat sinks, return its cargo to the pile and answer the question below.

**How much cargo can we put in our boat before it starts to sink?**

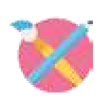
| TYPE OF CARGO | NUMBER OF PIECES |
|---|---|
| | |
| | |
| | |
| | |

Add up the total number of pieces of cargo that your boat could hold.



TOTAL NUMBER OF PIECES OF CARGO = ________________

Why does the boat with cargo float, but some of the pieces of cargo sink if you put them in the water by themselves?



## WEATHER AND OUR WORLD

Complete the items below.

1. Draw a picture of one way that weather affects a school day.

2. How can weather affect a boat trip?



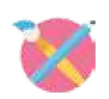
## WEATHER IN EGYPT

Look at the map. Find where you live.

North
West East
South

What can you infer from this map about the weather near where you live?



## MY WEATHER REPORT

**Fill in the blanks. Use the icons to report daily weather conditions.**

We measure temperature with a ______________________ and wind speed with an ______________________ .

| WIND | Very windy | A little windy | No wind |
|---|---|---|---|
| SKY | Sunny | Partly cloudy | Cloudy |

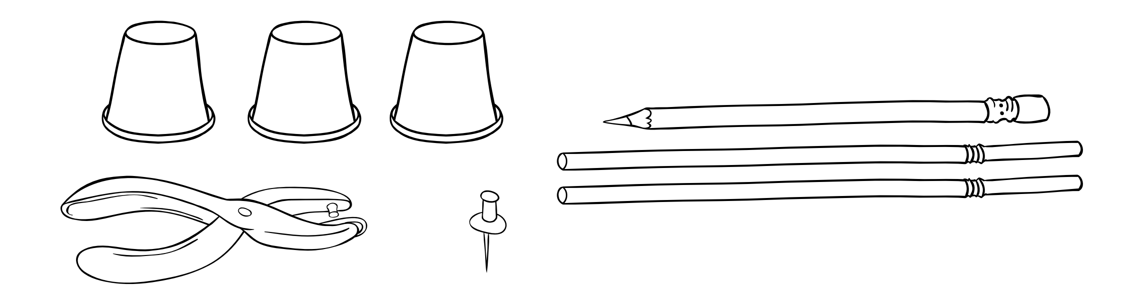



| Day Number | Sky | Wind | Daytime Temperature | Nighttime Temperature |
|---|---|---|---|---|
| 1 | | | °C | °C |
| 2 | | | °C | °C |
| 3 | | | °C | °C |
| 4 | | | °C | °C |
| 5 | | | °C | °C |
| 6 | | | °C | °C |
| 7 | | | °C | °C |

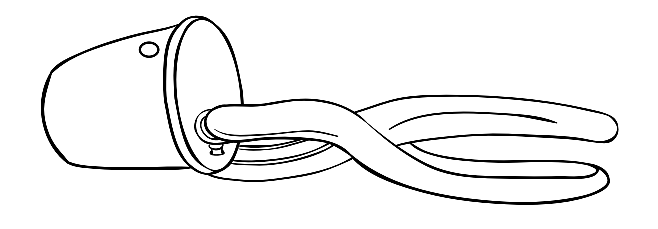


## MEASURING THE WIND

**Read all instructions carefully before you begin to build your anemometer to measure the wind.**



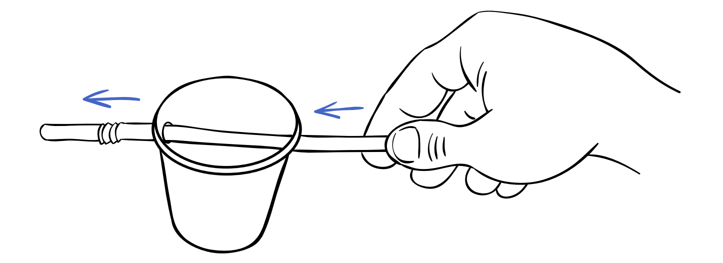
1. Choose one cup and punch holes across from each other, close to the rim. If your cups already have holes, find the cup with two holes close to the rim. This is your center cup.



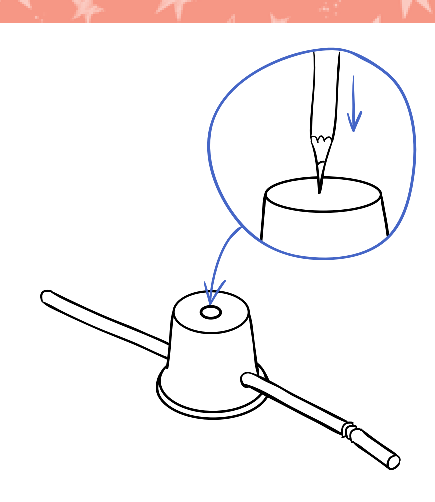
2. Punch holes near the middle of the other two cups, about 2 cm apart. If your cups already have holes, find the two cups with holes near the middle of the cups. These are your outside cups.



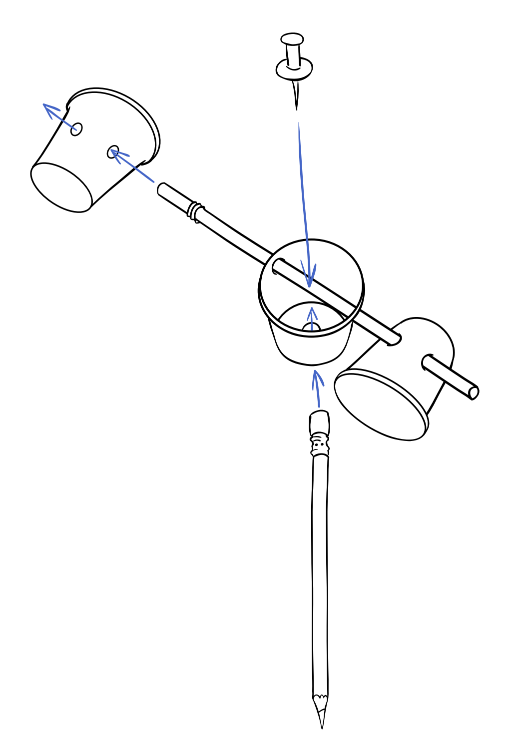
3. Thread the straw through the outside cups, with the cup openings facing in opposite directions.



4. Use the tip of the pencil to poke a pencil-sized hole in the bottom of the center cup.

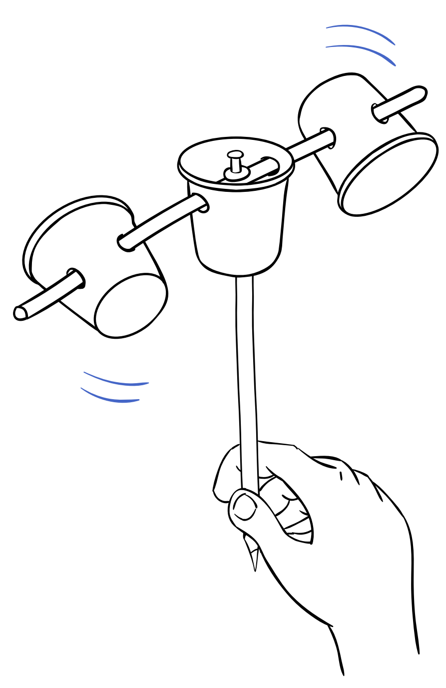


5. Insert the pencil, eraser-side up, into the cup until the eraser touches the straw.

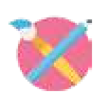


6. From the top of the center cup, push the pin through the straws into the pencil eraser.

7. Hold the pencil loosely in your hand. Blow on one of the outside cups to make it spin. If it does not spin, wiggle the pin a bit to loosen it and try again.







## EGYPT FROM SPACE

Look at the picture to answer questions in class.

N

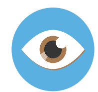
W E

S

0 50 100

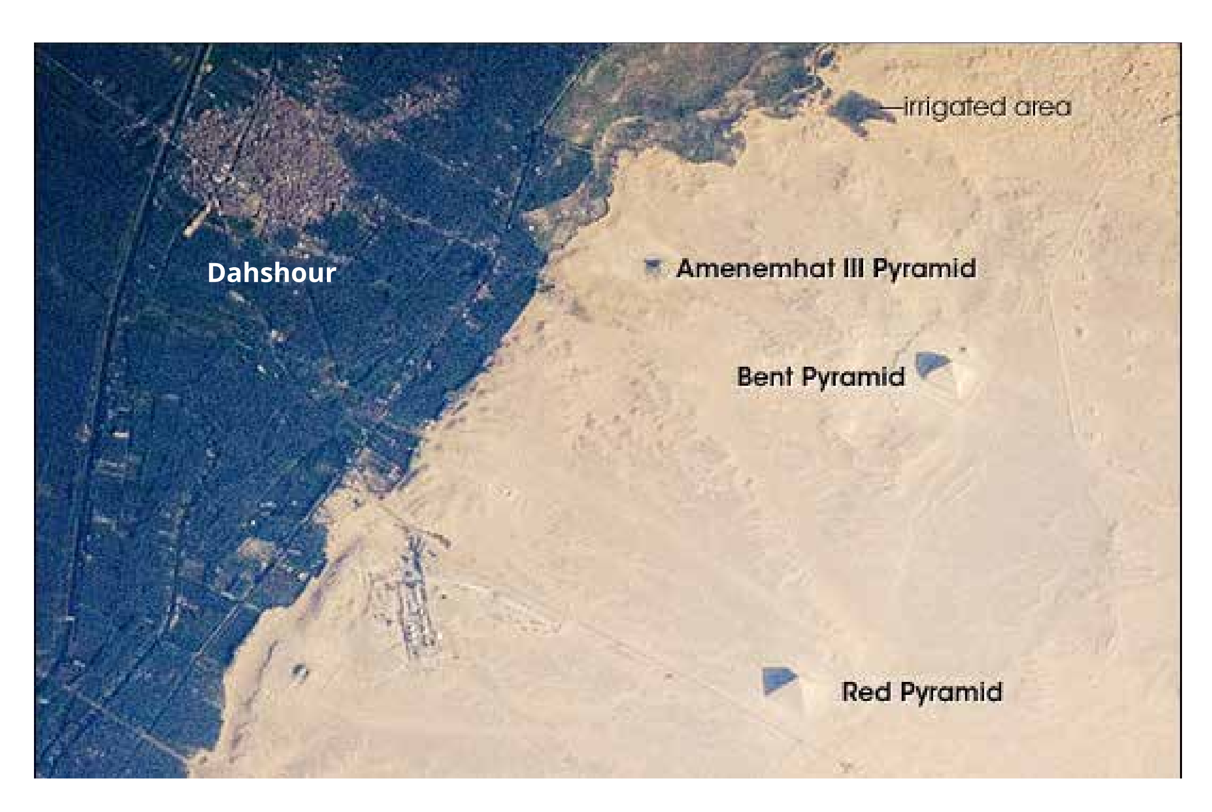
km

To get to Giza, we have to go ______________________________ from our home town.

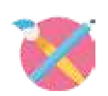


## CLOSE UP FROM SPACE

Look at the pictures during class discussion.





## NOUR'S FAMILY MAKES PLANS

**Read the story. Circle words you do not know.**

When Nour came home from school, she found Grandpa and her brother, Samir, sitting at the computer.

"We are online," said Samir, smiling. "Grandpa and I are planning our trip."

"Now, Samir," said Grandpa, "We will all plan the trip together. You and I are doing research for the trip."

"Okay," said Samir. "Nour, did you know that there are more than 100 pyramids in Egypt?" Samir showed Nour a picture of the pyramids in Giza taken from space.

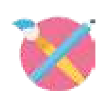


"I have seen that picture in school," Nour said to her brother. "Do you think we could visit pyramids along our trip, Grandpa?"

"I have not been to Giza pyramids since I was much younger," said Grandpa. "I would like to visit them. I would also like to see the pyramids in Saqqara. Would you?"

"Yes," said Nour, "I would like to see many pyramids as we travel."

"Me, too," said Samir. "Me, too."



## HOW FAR AWAY IS GIZA?

**Mark your home town on the map. Draw a line from your town to Giza, where the pyramids are. Use the scale to find the distance from your town to Giza.**

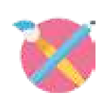


How many scale segments are between our city and Giza? ____________________

Calculate the distance using complete scale segments here:

________________________________________________________________

How far away is Giza? ____________________



## CITIES IN EGYPT

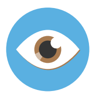
Using the map on the previous page, calculate the distance from your home town to cities in Egypt.

| City | Number of Scale Segments | Distance from Home Town |
| --- | --- | --- |
| Hurghada | | |
| Mut | | |
| Al Arish | | |
| Cairo | | |
| Qina | | |

**Place the cities in order of distance from your home, from closest to farthest.**

Closest

Farthest



## SAND AND ROCK

Look at the photographs. What do you notice?
How could these formations be made?



Sand Dunes



White Desert



Bolivian Plateau



## WATER AND SOIL

**Look at the photographs. What do you notice?**



Road eroded near ocean



Water and mud flowing



Coloured Canyon, Sinai



## EXPLORING EROSION

Think about these questions before the experiment.
Write your answers after the experiment.

| OUR EROSION EXPERIMENT WILL ANSWER THESE QUESTIONS |
|---|
| 1. How do wind and water move soil? |
| 2. What effect does erosion have on land? |



## EROSION EXPERIMENT

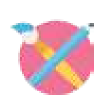
Follow the steps given by your teacher.

| Action | Draw a picture or write what happens to the soil. |
|---|---|
| Blow across dry material | |
| **Pour** or **Spray water** *(circle one)* | |
| 30 seconds | |
| 1 minute | |
| 2 minutes | |

**How does this experiment help you understand erosion?**

_______________________________________________

_______________________________________________

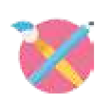


## VOCABULARY: EROSION

**Think about your own definition for the new word.
Complete the chart.**

Vocabulary Word: ______________________

| Your Definition | Illustration |
| --- | --- |
| | |
| Give an example of how erosion affects land | |
| ______________________ | |
| ______________________ | |



## TOUR MY CITY

**Use what you know about your city to create a schedule for tourists to visit.**

Who do you think would like to take your tour?

**Four places to visit**

1.

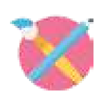
2.

3.

4.



| Time | Site | What to see or do |
|---|---|---|
| 10:00 AM | | |
| 12:00 PM | | |
| ______________ | | Eat lunch, |
| 4:00 PM | | |



## CITIES TO VISIT

Work with your team to learn about a city in Egypt. Write your information below. Be ready to present this information to your classmates.

I am researching: ____________________

My role: Weather Sites to Visit Measurer Leader

| Sites to Visit | What to See |
| --- | --- |
| | |
| | |
| | |

Typical weather this time of year

Temperature Ranges:

Highs ______ – ______

Lows ______ – ______

Conditions:

**Which site would you like to visit in this city?**

**Why?**



## HOSSAM VISITS HURGHADA

**Read the story with your Shoulder Partner. Underline any words you do not know.**

Hossam knocks at Nour's front door. He has not seen Nour for several days. Hossam has news to tell Nour and her family.

Nour opens the door. "Hi, Hossam," she says. "My brother and I were just thinking about places to visit on our trip."

Hossam is excited to share his trip with Samir and Nour. "I came to share an idea with you. I just returned from Hurghada. I had so much fun there. Maybe you will want to add Hurghada to your list."



Samir asks, "What is in Hurghada?"

Hossam shows pictures to Samir and Nour. "It has beautiful beaches and is along the Red Sea. It was warm during the day and cooler at night. I learned to snorkel and got to see coral reefs. We had to be very careful when we were in the water. They also had restaurants with delicious food."

Samir turns to Nour. "I think Hossam has a very good idea. Hurghada is not on the Nile, but maybe we can add it to our list. Thank you, Hossam."





## A RADIO COMMERCIAL BY FRIENDS

**Listen and follow along as the teacher reads the commercial.**

**Hossam:** Hello, everyone. This is Hossam. I am here in Hurghada with my friends Nour and Samir.

**Nour:** Hi out there in radioland.

**Hossam:** Nour, where's Samir?

**Samir:** (gurgling sound) Sorry Hossam. I was underwater looking at the coral. Can I go back down?

**Hossam:** Samir, we are on the radio. Our friends are listening now.

**Samir:** Sorry. Hi everyone. You should be here in Hurghada with us. We are having so much fun.

**Nour:** Yes, the weather is beautiful here. It is 21 degrees Celsius. The sun feels so good.

**Hossam:** I had fun playing with new friends on the beach. We built a sand pyramid.

**Samir:** Can I go back in the water now?

**Nour:** Samir, use your manners.

**Hossam:** It is okay, Nour. Our time is almost over. Everyone out there in radioland, come visit Hurghada. You and your family will have fun here. The weather is good, the sea and the fish are beautiful, and I love the food.

**Samir:** Yes. Come play in Hurghada. First one to the water wins. Good bye everyone in radioland.



## PLANNING A COMMERCIAL

**Work with your team to create a radio script. Think about and agree on answers to the questions below.**

1. What is the name of the city?

2. What are the important ideas you want to present?

3. What is happening in your commercial? Are you in the city? Planning to go to the city?

4. What descriptive words should you use to help the audience "see" what you are doing?

5. How will you begin and end the script?

6. Who will take each part?

7. How will you work together to write your script? Options:

a. Each student writes his or her own lines.

b. Everyone writes together at the same time.

c. One student writes one line, then the student to the left writes the next, and so on.





## OUR COMMERCIAL (PAGE 1)

Write your script. Make certain everyone on your team writes the same words.



## OUR COMMERCIAL (PAGE 2)

Write your script. Make certain everyone on your team writes the same words.



## TRIP PLANNING JOURNAL

Listen to each group present their radio commercials. Use these symbols to record what the weather is like in each city.




Cloudy 

Rainy 

Windy 

| Cities Along the Nile | Weather | Distance from Home Town | Sites to See |
|---|---|---|---|
| Aswan | | ______________ | |
| Al Fayyum | | ______________ | |
| Asyut | | ______________ | |
| Giza | | ______________ | |

Sunny  Cloudy  Rainy  Windy 

| Cities Along the Nile | Weather | Distance from Home Town | Sites to See |
|---|---|---|---|
| Alexandria | | ______ | |
| | | ______ | |
| | | ______ | |
| | | ______ | |
| My home town: | | ______ | |



## COUNTING VOTES

Record the votes for each city. Answer the questions that follow.

| Cities Along the Nile | Total Number |
|---|---|
| Aswan | |
| Al Fayyum | |
| Asyut | |
| Giza | |
| Alexandria | |
| | |

Put the five cities with the most votes in order, from most to least.

Look at the map on the page, "How Far Away is Giza?" Put the five cities with the most votes in order from the north to the south.



## GRAPHING THE WEATHER

Use the numbers on the “My Weather Report” page to graph the daytime temperatures you recorded below. On the next page, graph the nighttime temperatures. Then answer the questions.

**DAYTIME TEMPERATURES**

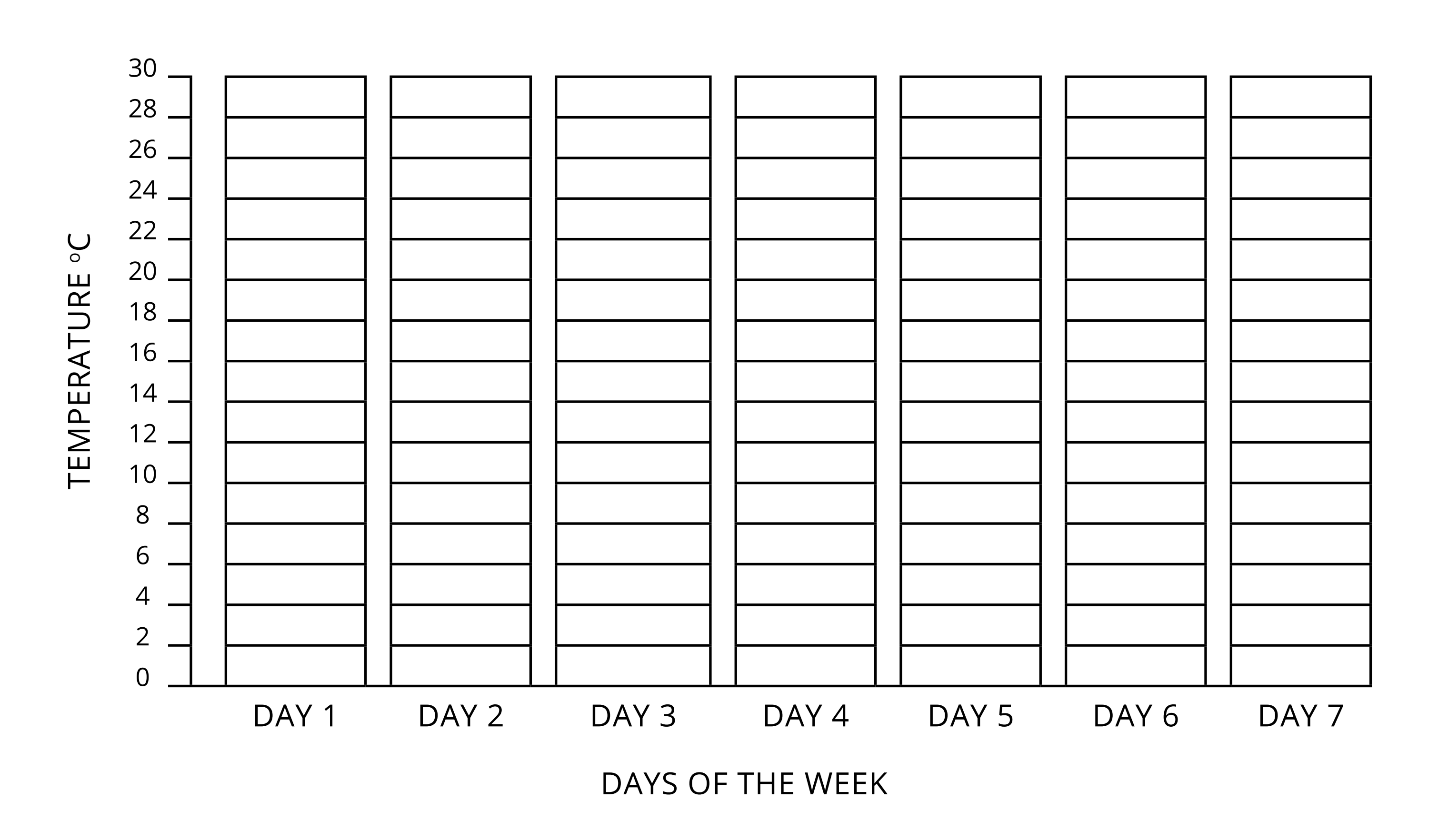
TEMPERATURE °C

30
28
26
24
22
20
18
16
14
12
10
8
6
4
2
0

DAY 1 DAY 2 DAY 3 DAY 4 DAY 5 DAY 6 DAY 7

DAYS OF THE WEEK






What is the highest temperature we recorded? ____________________

What is the lowest temperature we recorded? ____________________

What is the difference between the highest and lowest temperature? ____________________



## WHAT I LEARNED

**Think about the questions. Write your answers in complete sentences.**

1. What is the most important thing you learned about the geography of Egypt?

2. Where have you seen erosion in your city?

3. How does weather affect you every day?

4. What do you have to think about when planning a trip?



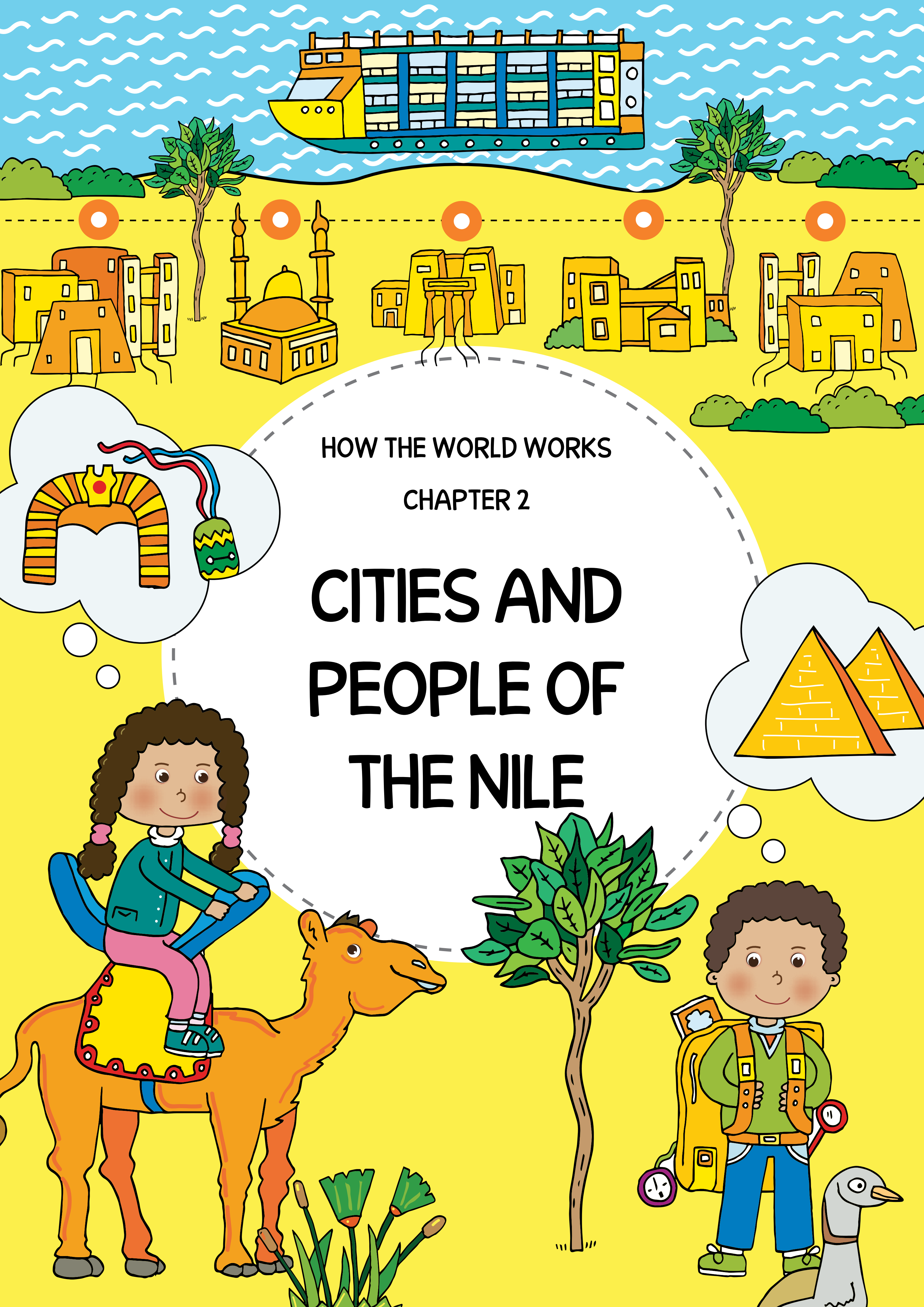
## MY SELF-ASSESSMENT

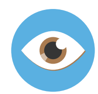
**Read each statement. For each row, color the stars in the box that describes your effort.**

| | ☆ | ☆ ☆ | ☆ ☆ ☆ |
|---|---|---|---|
| Academic Content | ☆ I can identify information about a city in Egypt with help from the teacher or a classmate. | ☆ ☆ I can identify accurate information about a city in Egypt. | ☆ ☆ ☆ I can identify accurate information that is engaging and interesting about a city in Egypt. |
| Quality of Performance | ☆ I spoke softly without expression or was hard to understand. | ☆ ☆ I spoke clearly and with good expression. | ☆ ☆ ☆ I spoke clearly, with excellent expression, and was especially engaging. |
| Life Skills | ☆ I need more help giving feedback and using it effectively. | ☆ ☆ I gave general feedback that was helpful and used feedback to improve my performance. | ☆ ☆ ☆ I gave specific feedback that was helpful and used feedback to improve my performance. |

# Rubric Assessment (for teacher use)

| | Approaching Expectation (1) | Meeting Expectation (2) | Exceeding Expectation (3) |
|---|---|---|---|
| **Academic Content** | Contributes dialogue to a radio script that includes accurate information about a city only with support from peers or the teacher. *Drama B.2.* *Writing D.3.a.* | Independently contributes dialogue to a radio script that includes accurate information about a city. *Drama B.2.* *Writing D.3.a.* | Contributes dialogue to a radio script that includes accurate information about a city and presents it in a unique, engaging way. *Drama B.2.* *Writing D.3.a.* |
| | Gathers facts about a city in Egypt only with support from peers or the teacher. *Social Studies B.1.f* | Gathers accurate facts independently about a city in Egypt. *Social Studies B.1.f* | Gathers accurate, detailed, and interesting facts independently about a city in Egypt. *Social Studies B.1.f* |
| | Utilizes technology to gather information about a specific topic with support. *ICT C.1.c. (if applicable)* | Utilizes technology independently to gather accurate information about a specific topic. *ICT C.1.c. (if applicable)* | Utilizes technology independently to gather accurate information about a specific topic and assists others in using technology. *ICT C.1.c. (if applicable)* |
| | Identifies weather patterns for a given city only with support from peers or the teacher. *Science B.1.c.* | Identifies and summarizes weather patterns independently and correctly for a given city. *Science B.1.c.* | Identifies and summarizes weather patterns correctly for a given city and is able to compare weather in multiple cities. *Science B.1.c.* |
| **Quality of Performance** | Speaks to the audience but may be difficult to hear and/or does not use expression appropriate to the task. | Speaks to the audience with a clear voice and expression appropriate to the task. | Speaks to the audience with a clear voice and exceptional expression appropriate to the task. |
| | Records weather data collected by the class with support from peers or the teacher. | Accurately records and analyzes weather data collected by the class. | Accurately records and analyzes weather data collected by the class and leads class discussions about weather patterns. |
| **Life Skills** | Gives feedback that is general. | Gives feedback that is specific and relevant to the work. | Gives thoughtful feedback that is specific and relevant to the work and may offer a unique perspective. |
| | Works with classmates to create their part of a script but does not contribute ideas. | Works with classmates, contributing ideas to create a script. | Works with classmates, contributing ideas to create a script and taking on a leadership role. |


HOW THE WORLD WORKS
CHAPTER 2
CITIES AND PEOPLE OF THE NILE



## ARE WE SIMILAR?

Look at the pictures. How are they similar to and different from where you live? Finish the sentences below each image.

We are similar because

We are different because



We are similar because ______________________

______________________________________________

We are different because ______________________

______________________________________________



We are similar because

We are different because



We are similar because

We are different because



## NOUR'S PLAN

**Read the story. Circle words you do not know.**

Nour and Hossam are walking to school.

"We decided where we will go on our family trip," Nour says to Hossam.

"That is exciting," says Hossam. "Where are you going?"

"We are going to start at Aswan and visit the Philae Temple," Nour says.

"I have been there with my family," says Hossam. "It is fun to walk around inside the big temple. There are beautiful carvings on the walls."



"Next we will go to the Valley of Kings near Luxor. Then we will visit our aunt in Hurghada," explains Nour.

"Good, Samir will go swimming in Hurghada," adds Hossam.

"Yes, Samir thinks he is a fish or sometimes a bird," laughs Nour. "Finally, we will visit the Great Pyramids in Giza."

"It sounds like a very fun trip," says Hossam. "I hope you will take many pictures."





## WHERE WILL WE VISIT?

**Look at the map. Add direction words to the compass rose. Circle the cities we plan to visit. Add cities we will visit to the map if any are missing.**

Alexandria
Port Said
Al Arish
Matrouh
Tanta
Al Ismailiyyah
Giza
Cairo
Suez
Siwah
Al Fayyum
Bani Suwayf
Al Tur
Al Minya
Sharm el-Sheikh
Asyut
Hurghada
Suhaj
Qina
Luxor
Mut
Al Kharjah
Idfu
Aswan
0 50 100
km
Lake Nasser

List the cities in the order that we will visit them:

1. ______________________

2. ______________________

3. ______________________

4. ______________________

5. ______________________

6. ______________________



## OUR ITINERARY

Write the names of the cities in the order you will visit them. Record the type of transportation you will use to travel to the next city. Estimate and record the distance between cities.

| START: HOME TOWN | TRANSPORTATION |
|---|---|
| | |

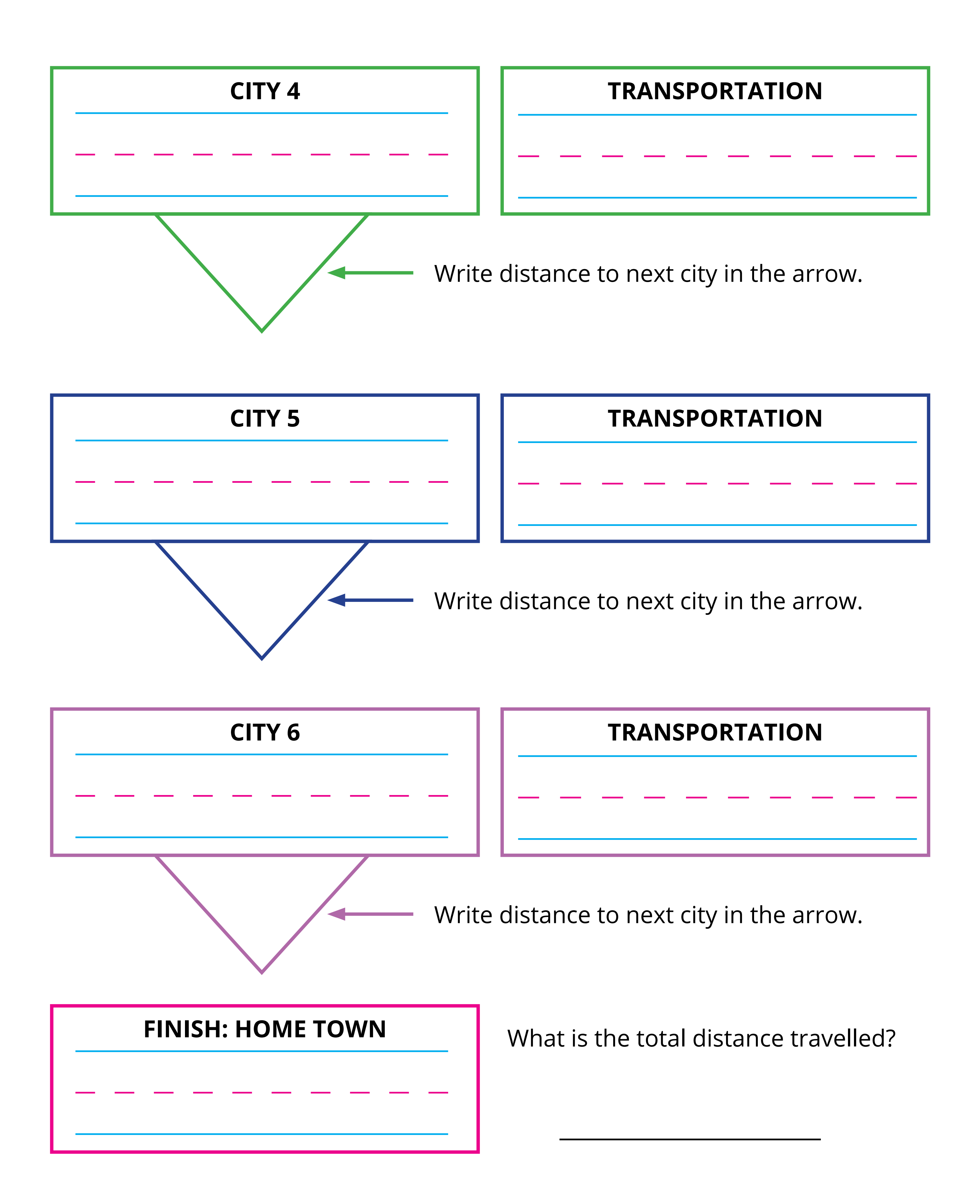
Write distance to next city in the arrow.

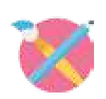
| CITY 2 | TRANSPORTATION |
|---|---|
| | |

Write distance to next city in the arrow.

| CITY 3 | TRANSPORTATION |
|---|---|
| | |

Write distance to next city in the arrow.


CITY 4
TRANSPORTATION
Write distance to next city in the arrow.
CITY 5
TRANSPORTATION
Write distance to next city in the arrow.
CITY 6
TRANSPORTATION
Write distance to next city in the arrow.
FINISH: HOME TOWN
What is the total distance travelled?



## VOCABULARY: ITINERARY

**Think about your own definition for the new word. Complete the chart.**

Vocabulary Word: ______________________

| Your Definition | Illustration |
| --- | --- |
| | |

How did you use this word in class?

______________________________________________

______________________________________________



## TRANSPORTATION FOR NOUR'S TRIP

**Read the story. Circle words you do not know.**

Nour and her family are going on a trip. Today they will decide how to go from their hometown to Luxor. They plan to board a riverboat in Luxor.



Grandpa walks into the kitchen. "How will we get to Luxor?" he asks.

"We are trying to decide," answers Nour.

"We can take a plane, a train, or a bus," says Sara.

"I want to take a plane. I want to fly in the sky," says Samir. "Just like a bird. Zoom, zoom."

Samir runs around the room, flapping his arms.

"How will you decide?" asks Grandpa.



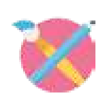
"We can think about how much it costs," suggests Nour.

"Or how much time it takes," says Sara.

"Or if we get to fly like a bird," adds Samir, still flapping.

"These are good ideas, children," says Grandpa. "Tell me what you decide."

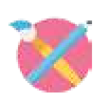
"Would anyone like a piece of kanafeh?" Grandma asks as she brings a plate of slices of kanafeh to the table.



## TRANSPORTATION FOR OUR TRIP

Look at the pictures. Write "yes" or "no" under "Our Town" if we have that type of transportation. Later, write the names of cities that have buses, trains, or planes.

| Transportation | Our Town | Cities |
|---|---|---|
| | | |
| | | |
| | | |
| | | |



## HOW DO WE GET THERE?

**You will be assigned one of the cities on our trip. Using resources provided in class, learn about the types of transportation available in that city. Follow the directions below.**

Fill in the blank. The name of the city I am researching is:

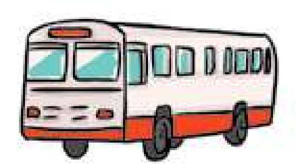
Write the names of or draw pictures of the forms of transportation in that city:



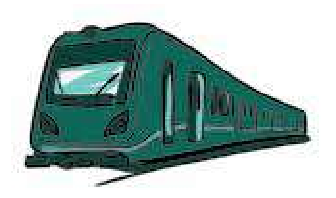
## JOBS IN TRANSPORTATION

**Read the text. Circle words you do not know. Answer the questions.**

We need tickets to ride buses, trains, and airplanes. Often, we buy tickets online. Sometimes, we buy tickets at the station. The person who sells tickets is the **ticket agent**.



**Buses:** The person who drives the bus is the **bus driver**. People who keep the bus in working order are **mechanics**. A **mechanic** might also work on other vehicles.



**Trains:** The **railroad engineer** drives the train. The **conductor** takes your ticket once you are on the train. The **station master** is in charge of the railway station.



**Airplanes:** A very fun job is flying airplanes. The **pilot** flies the airplane, and the **co-pilot** helps the pilot fly the plane. **Flight attendants** make sure you are safe on a plane. The person who fixes airplanes is called an **airplane mechanic**.

1. What is the **station master's** job?

______________________________________________

2. Who drives the train?

______________________________________________

3. What does a **ticket agent** do?

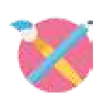
4. What is the **mechanic's** job?

5. What does the **conductor** on a train do?

6. Who helps you understand safety measures on a plane?

7. Who helps the **pilot** fly the plane?

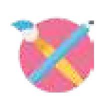




## PEOPLE IN TRANSPORTATION

Write the types of transportation in our town. For each type, draw a picture of a person doing a related job. Write the name of the job below the picture.

| TRANSPORTATION | JOB |
| --- | --- |
| | Job name: |
| | Job name: |
| | Job name: |



## OUR CONVERSATION

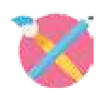
**Choose and circle one pair of transportation jobs. Write a short conversation that the two people might have during work. For example, how does one person help the other?**

Bus Mechanic and Bus Driver

Railroad Engineer and Conductor

Station Master and Ticket Agent

Co-Pilot and Flight Attendant



## EGYPT IS BUSY

**Read the text. Circle words you do not know. Underline each item that is made or grown in Egypt.**

The people of Egypt are busy every day. They make products, grow crops, and provide a wonderful experience for tourists.


Steel is used to build bridges

Egypt produces steel. Steel is used to build machines, cars, buildings, bridges , and other things.

Fabrics and clothing are important to our economy.


Making fabrics


Raw Cotton

Cotton is an important crop grown in Egypt. Cotton is used to make threads and fabrics.

Dates and figs are grown in Egypt.

Wheat, corn, and rice are also common crops.


Dates



## USING THE LAND

**Read the text and complete the page with your ideas.**

In Egypt, we use the land to grow crops for food, clothing, and other uses. The land also provides resources like coal, iron, and gold.



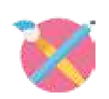
Digging resources out of the land is called mining.

Iron is mined in the Aswan area. Gold and coal are also mined in Egypt.



List three crops that you know are grown in Egypt.



## MADE IN EGYPT

**Read each clue and choose the related object from the word bank to write on the line provided. Then draw pictures of sample items made in Egypt that also match the clue given.**

Bus | Orange | Shirt | Bridge | Cotton | Refrigerator

| Made of steel | Made of cloth |
|---|---|
| Used in your home | Has wheels |
| A fruit | A plant |



## VOCABULARY: ECONOMY

**Think about your own definition for the new word. Complete the chart.**

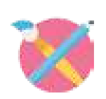
Vocabulary Word: ____________

| Your Definition | Illustration |
| --- | --- |
| | |

What do you think of when we talk about the economy?

____________

____________

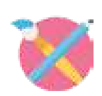


## WHAT IS GOING ON?

**You will be assigned one of the cities on our trip. Record the name of the city, then use the resources provided to learn about and record the economic activities of that city.**

The name of the city I am researching is:

Write the names or draw pictures of two or three economic activities in the city:



## BEAUTIFUL SITES

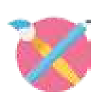
Record the name and location of the site in each image.











## WHAT IS INTERESTING IN THIS CITY?

**Record the name of your assigned city again. Then use the resources provided to learn about at least three interesting tourist sites in that city. Draw or write notes about each site.**

The name of the city I am researching is: 

Interesting Site 1:

Interesting Site 2:

Interesting Site 3:



## INTERESTING THINGS ON OUR TRIP

Write the names of the cities in the order you will visit them.
Then list two things that the group agrees are interesting.

| City | Items of Interest |
| --- | --- |
| 1. | 1.<br>2. |
| 2. | 1.<br>2. |
| 3. | 1.<br>2. |

| City | Items of Interest |
| --- | --- |
| 4. | 1.<br>2. |
| 5. | 1.<br>2. |
| 6. | 1.<br>2. |





## UNIQUE PLACES

Look at the pictures. Which places would you like to visit? Why?













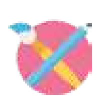


## WHAT IS UNIQUE ABOUT THIS CITY?

**Record the name of your assigned city. Then use the resources provided to learn and record something you think is unique about the city.**

The name of the city I am researching is:

Something unique about this city is



## OUR TRIP

Draw a picture of an important place in the city. Consider drawing yourself as a tourist. Write at least two sentences describing what is special about the city.

The name of the city I am researching is:

Something unique about this city is



## OUR TRIP

Draw a picture of an important place in the city. Consider drawing yourself as a tourist. Write at least two sentences describing what is special about the city.

City



## OUR TRIP

Draw a picture of an important place in the city. Consider drawing yourself as a tourist. Write at least two sentences describing what is special about the city.

City



## MY BOOK CHECKLIST

Read each statement. Check each day's work as you complete it.

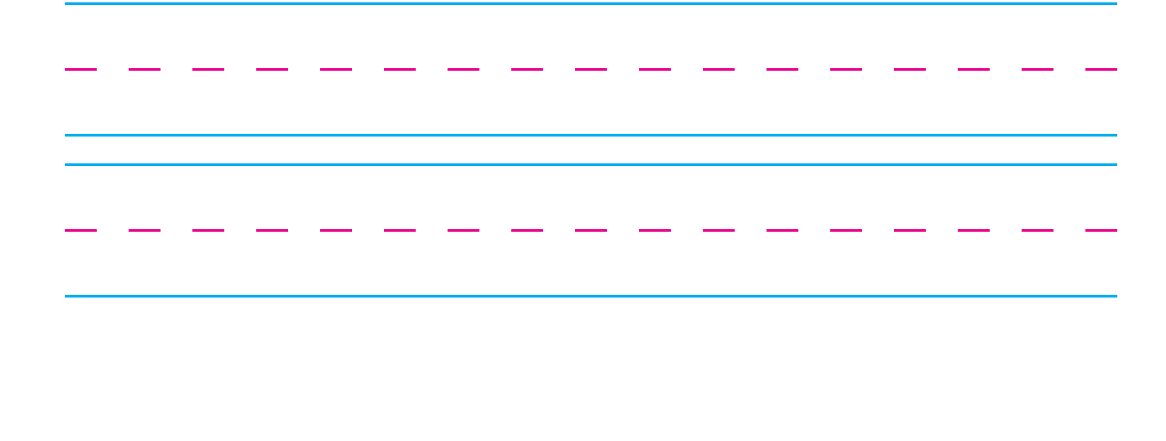


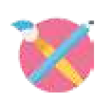
| City | My drawing is detailed. | My drawing is colored neatly. | I wrote in complete sentences. | I added detail to my writing. |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |



## MY CITY TOUR

Create the cover for your book. Give it a title and write your name as the author and illustrator.





## A REVIEW OF MY PICTURE BOOK

**Another student will review the pages you created for the picture book. You will review their work in their student book.**

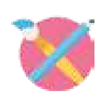
Reviewer's Name

Picture Book Title

I like your pages because

I like your pages because

One thing I would like to see is



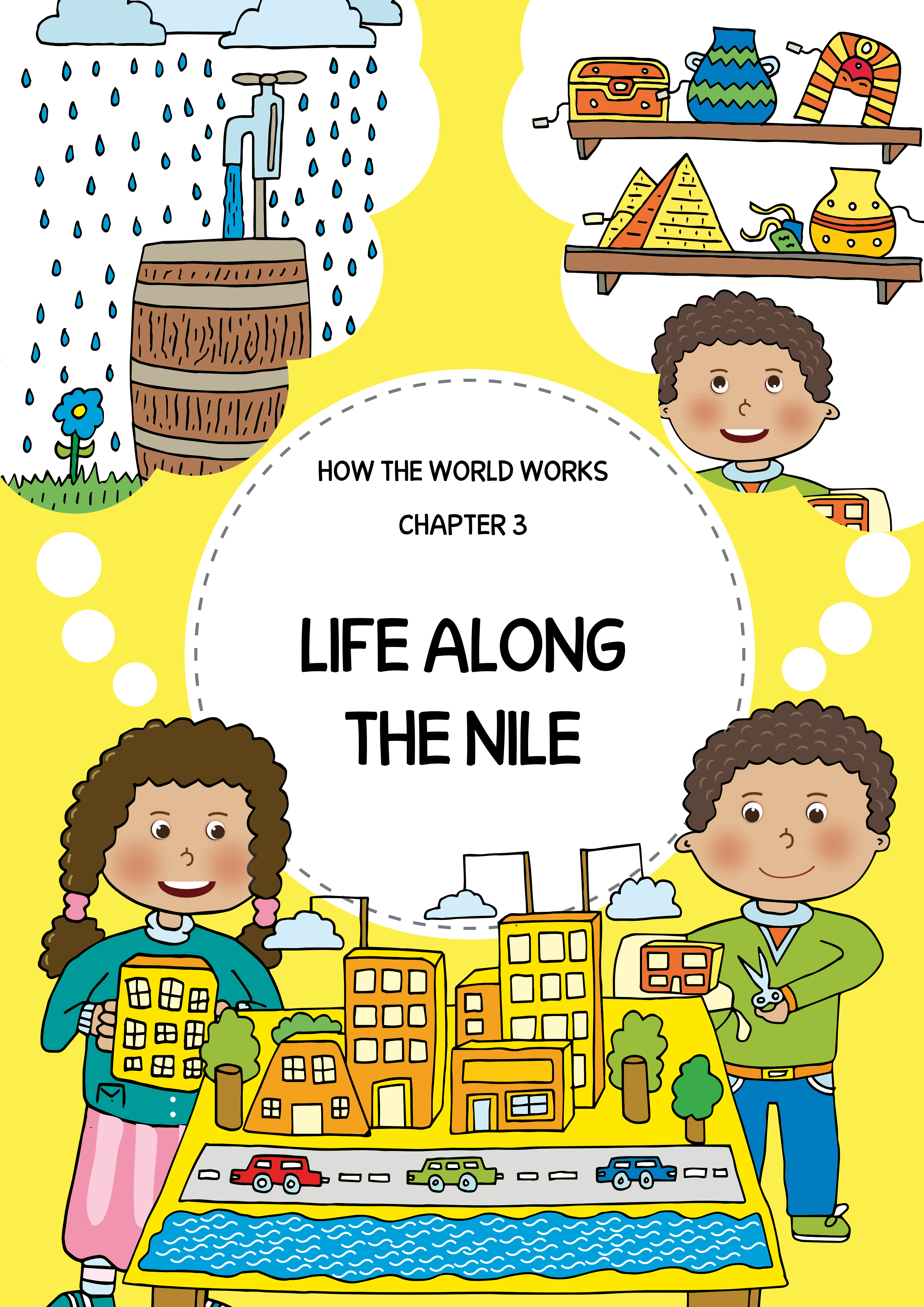
## MY SELF-ASSESSMENT

**Read each statement. For each row, color the stars in the box that describes your effort.**

| | ☆ | ☆☆ | ☆☆☆ |
|---|---|---|---|
| **Academic Content** | ☆ I can identify information about cities in Egypt with help from the teacher or a classmate. | ☆☆ I can identify accurate information about cities in Egypt. | ☆☆☆ I can identify accurate and especially engaging information about cities in Egypt. |
| **Quality of Performance** | ☆ I can create a book page that includes visuals and text, but it is not detailed or carefully rendered. | ☆☆ I can create visuals and text that are neat, detailed, and well written. | ☆☆☆ I can create unique visuals that are exceptionally neat, detailed, and well written. |
| **Life Skills** | ☆ I can use a checklist to make sure I include all required elements with help. | ☆☆ I can independently use a checklist to make sure I include all required elements. | ☆☆☆ I can independently use a checklist to make sure I include all required elements and create checklists for myself for other tasks. |

# Rubric Assessment (for teacher use)

| | Approaching Expectation (1) | Meeting Expectation (2) | Exceeding Expectation (3) |
|---|---|---|---|
| Academic Content | Identifies sites to visit that highlight important cultural and environmental characteristics only with help. *Social Studies C.2.a.* | Identifies independently sites to visit that highlight important cultural and environmental characteristics. *Social Studies C.2.a.* | Identifies sites to visit that highlight important cultural and environmental characteristics and shares them in a unique way. *Social Studies C.2.a.* |
| | Creates artwork but does not accurately represent the unique culture and people of the illustrated city. *Visual Arts A.3.f.* | Creates artwork that accurately represents the unique culture and people of the illustrated city. *Visual Arts A.3.f.* | Creates exceptional artwork that accurately represents the unique culture and people of the illustrated city. *Visual Arts A.3.f.* |
| | Writes about multiple cities on the tour but offers few or inaccurate details about each place. *Writing C.1.a.* | Writes about multiple cities on the tour, including important and accurate details about each place. *Writing C.1.a.* | Writes about multiple cities on the tour, including interesting, accurate, and important details with above grade-level complexity or vocabulary. *Writing C.1.a.* |
| Quality of Performance | Includes interesting locations in the book and presents them in a way that appeals to travelers only with help. | Includes interesting locations in the book and presents them in a way that appeals to travelers. | Includes interesting locations in the book and presents them in a way that appeals to, informs, and engages travelers. |
| | Creates artwork that is not very neat or does not match the text. | Creates artwork that pairs well with the text and is neat and well organized. | Creates artwork that pairs well with the text and is exceptionally neat and creative. |
| Life Skills | Works with a classmate to plan and improve a book but may have difficulty being cooperative or helpful. | Works cooperatively with a classmate to plan and improve a book. | Works cooperatively with a classmate to plan and improve a book while serving as a leader and assisting others. |
| | Needs help to use a checklist to ensure that all steps of a process have been completed. | Uses a checklist independently to ensure that all steps of a process have been completed. | Uses a checklist independently to ensure that all steps of a process have been completed and helps peers to use the checklist effectively. |


HOW THE WORLD WORKS
CHAPTER 3
LIFE ALONG THE NILE



## BACK HOME

**Read the story.**

“Nour. I am glad to see you,” said Hossam. “How was your trip?”

“We had so much fun, Hossam. We saw many new things,” answered Nour.

“Did you see an elephant?” asked Hossam.

“Yes, we went to a zoo. We went to museums and learned about our history. We also saw many monuments about early leaders of Egypt. It was exciting,” responded Nour.

“What did you like best about your trip?” asked Hossam.

“Lots of things. We went to a fire station and sat on a fire truck. Then we went to a water park. It was fun to play in the water there. There was a museum just for kids. They let us play music on traditional drums. The zoo was so much fun. Have you ever seen a giraffe ?” asked Nour.



Hossam laughed. “It sounds like you had a lot of fun.”

Nour replied, “Yes. It would be fun to have all those things in one city. We loved our trip.”



## VOCABULARY: DIVERSE

**Think about your own definition for the new word.
Complete the chart.**

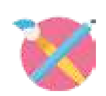
Vocabulary Word: ______________________

| Your Definition | Illustration |
|---|---|
| | |

Sentence using the vocabulary word

______________________________________________

______________________________________________



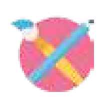
## CELEBRATING DIFFERENCES

Answer the questions below in the middle column. For each question, find a student in your class who has a different answer. Record their answer in the last column. Do not use the same student twice.

| Questions | My answers | My friend's name and answers |
| --- | --- | --- |
| What is your favorite food? | | |
| What is your favorite sport? | | |
| When do you like to wake up in the morning? | | |

| Questions | My answers | My friend's name and answers |
|---|---|---|
| What is your favorite type of story? | | |
| What is your favorite song? | | |





## IDEAS FOR A CITY

**Think about the ideas that were shared on the posters. Write one or two ideas that are most important to you for each question.**

1. What does every city need to keep its people safe?

2. What jobs and businesses will be available in our city?

3. What services do people need in a city?

4. What kinds of things do children need and enjoy in a city?



## HELPING OTHERS

How do these pictures show helping others?



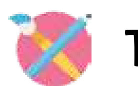












## TODAY I WILL

**Think about what you can do today to help our community. Answer the questions and prepare to be a steward.**

1. Today I will ______________________________________.

2. To do this, I will ______________________________________

______________________________________________________.

3. Draw a picture of you being a steward today.



# WATER, WATER, WATER

**Look at the pictures. Read the text. Circle words you do not know.**

Water is an important natural resource. Humans, animals, and plants need water to live.



Sometimes farmers have to bring water to their crops. The farmland does not get enough rain.



Humans have many uses for water. We drink, cook, and bathe with water. We also use water for washing dishes and cleaning up our house. Can you think of other ways that humans use water?





## WHERE DOES WATER COME FROM?

**Think about where water comes from. Answer the questions and draw pictures to illustrate your ideas.**

Where do animals find water to drink?

How do farmers water their fields?

How do you get a drink of water in your home?

Where does the water come from that comes out of the faucet in your home?



## FILTERING WATER

**Follow the directions at each station. Record your observations.**

What did the water look like before filtering?

| Filter | Observations of water quality after filtering |
| --- | --- |
| Gravel | |
| Sand | |
| Filter Paper | |



## EXPERIMENT CONCLUSIONS

**Use the information you recorded during the experiment to answer the questions.**

Which filter cleaned water the best?

Did any of the filters remove the food coloring?





Do you think these filters would remove all possible pollutants from the water? Why or why not?

Why should you not drink water directly from the river?



# A VISITOR AT SCHOOL

**Read the story. Circle words you do not know.**



Nour and Hossam walked to school. A woman was talking to their teacher outside of the school. The teacher looked up and saw Nour and Hossam.

"Good morning, Nour and Hossam," the teacher said. "This is Dr. Nora. Dr. Nora is an aquatic biologist. She is here to speak to our class about life in the Nile River."

"Good morning, children," said Dr. Nora.



"Have you ever seen a soft-shelled turtle ?" Dr. Nora held out her phone. Nour and Hossam could see a picture. "The turtles are very shy," she said.

"Wow," said Nour and Hossam together. They had never seen such a big turtle.

"He's huge," Hossam said.

"Does he bite?" Nour wondered out loud.

"He will not bite you," Dr. Nora answered. "I will show you more aquatic life in class today," Dr. Nora said, smiling.



## THE NILE'S AQUATIC ECOSYSTEM

**Read the text. Circle words you do not know.**



The Nile River is home to many kinds of fish, such as the Nile perch, tilapia, catfish, and tigerfish. Some fish are tiny. Some are very big, even bigger than you are.



Many types of reptiles live near the Nile River. The spiny eel lives in the Nile River. It looks like a snake, but it is a fish.



Crocodiles live in the Nile River. They eat fish, birds, frogs, and other animals in the river.



What animals do you know that live in the Nile?

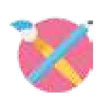


## VOCABULARY: AQUATIC

**Complete the chart using the class definition of the new word.**

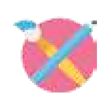
Vocabulary Word: ______________

| Your Definition | Illustration |
| --- | --- |
| | |
| Sentence using the vocabulary word | |



## MY CLEAN WATER PLAN

Think about ways you can help keep the water that your community needs clean. Describe and illustrate your plan.



## EGYPT IS GROWING

**Look at the chart during the class discussion. Answer the questions.**

**POPULATION OF EGYPT**

POPULATION IN MILLIONS

125

100

75

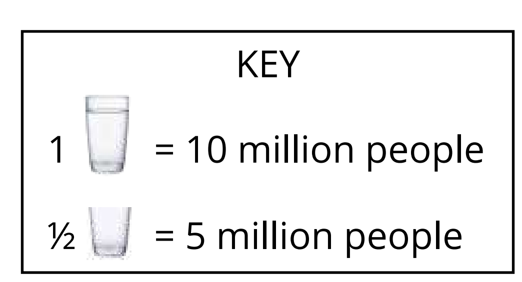
50

25

0

1960 1980 2000 2020

YEAR



Based on this data, in what year was the population of Egypt the smallest?

____________________

In what year was the population the largest? ____________________

Circle the correct answer. The population is:

- Getting bigger
- Getting smaller
- Staying the same





## TAKING ACTION

Answer the question based on the class discussion.

**How could you use less water in daily life?**

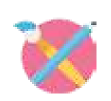
My idea:

Someone else's idea that I liked:



## USING ELECTRICITY AT HOME

Study the home below. Circle places where electricity is being used.



## MY CONSERVATION PLAN

Imagine you are working in the Ministry of the Environment. You have been asked to prepare a list of ways that people could conserve energy. In one column, record activities that use energy. In the other column, make a suggestion about how people could conserve energy relating to that activity.

| Activity | How to Conserve Energy |
| --- | --- |
| | |
| | |
| | |
| | |



## SPOTLIGHT ON TECHNOLOGY

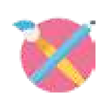
**Read the text. Circle words you do not know.**

Plastic garbage is a problem for the environment. Many of the plastic bags and bottles we use will still be around in 1,000 years. That is more than 10 human lifetimes. What if we could reuse or recycle some of those bottles?



An Egyptian teenager named Azza Abdel Hamid Faiad had a great idea. She developed a way to use plastic to make fuel. The fuel can be used to power vehicles.

Azza's idea helps solve two problems at once. It helps get rid of plastic waste. It also provides a source of energy.

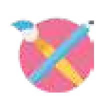


## OUR CITY PLAN

Make a list of 10 items in your assigned topic that should be included in our model city. Next to each item, write its purpose.

| Items | Purpose |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

| Items | Purpose |
|---|---|
| 6. | 6. |
| 7. | 7. |
| 8. | 8. |
| 9. | 9. |
| 10. | 10. |



## LIST OF SUPPLIES

Make a list of the supplies you will need to build your model city. Circle the items that you will bring from home.



## PICTURES TELL STORIES

The image below is of a poster found in a public place. Consider how its message is communicated through images and text.

Open the tap slowly,
Close it quickly

إفتح الصنبور برفق
وإغلقة بسرعة

Don't Keep the tap open
during washing up

لا تترك الصنبور مفتوحاً
أثناء غسل الأكواب



## HOW WILL WE CONSERVE

Write two or three sentences and draw a picture that explains how you plan to conserve water or electricity in your part of the city.

**We will help conserve water / electricity by**

*(circle one)*



## MY DRAFT POSTER

**Organize your thoughts for your poster. Refer to the example poster.**

We are conserving water or electricity by

Our poster will be *(circle one)*:

a) an advertisement of our efforts b) part of our campaign

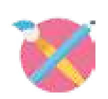
What we want to tell people:

Images that will help us communicate:



## CONSERVATION POSTER

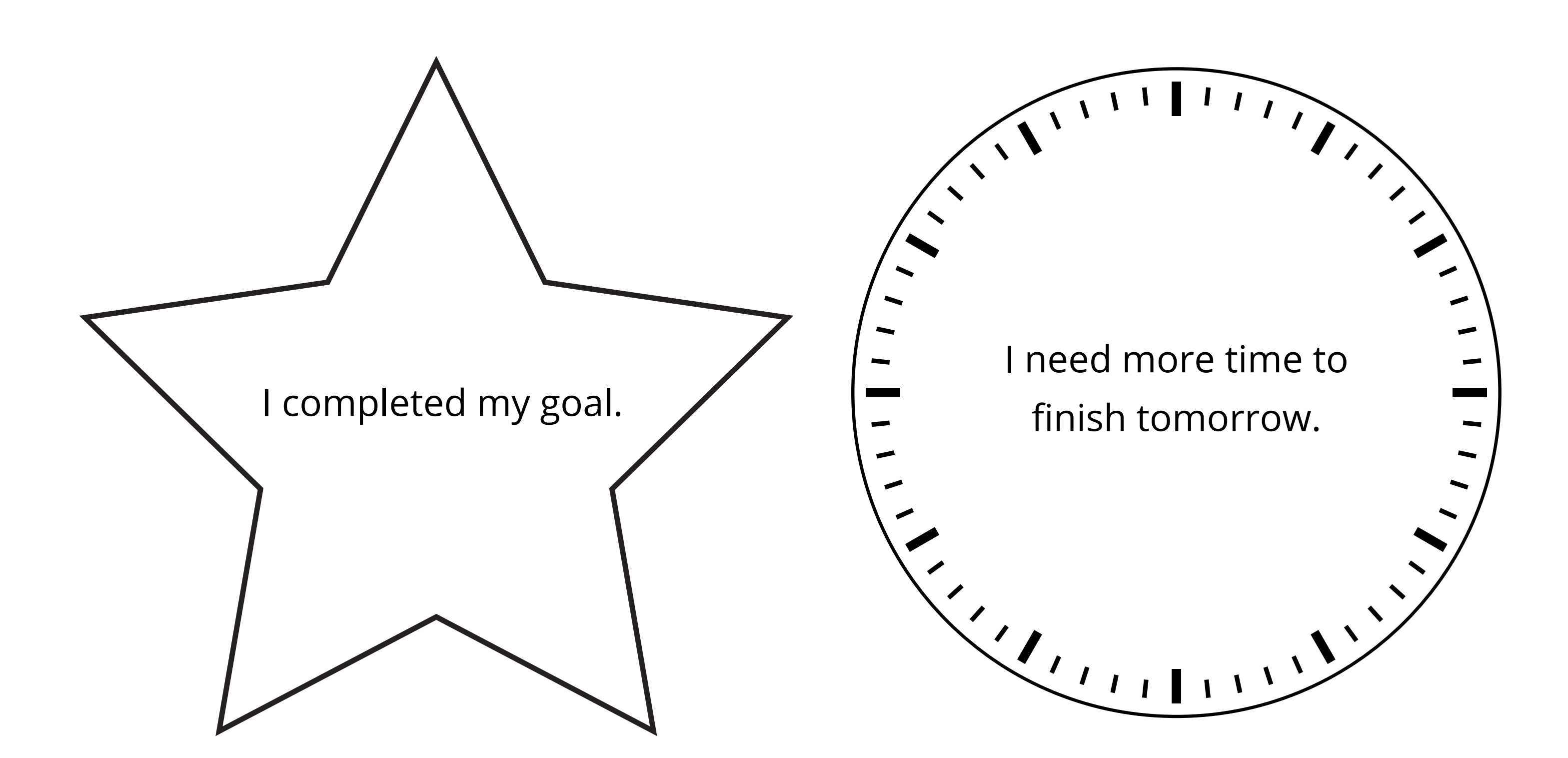
Complete your final poster below. Use words and images to communicate your conservation plan or campaign.



## MY CONTRIBUTION

Record your goal for the day's work below. At the end of the lesson, color the shape that describes your progress.

My goal for today is to





## COOPERATION

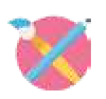
**Think about your cooperation today. Complete the sentences below.**

1. I showed cooperation when I

2. I worked as a team member by

3. I listened to other ideas when

4. I am proud of my work because



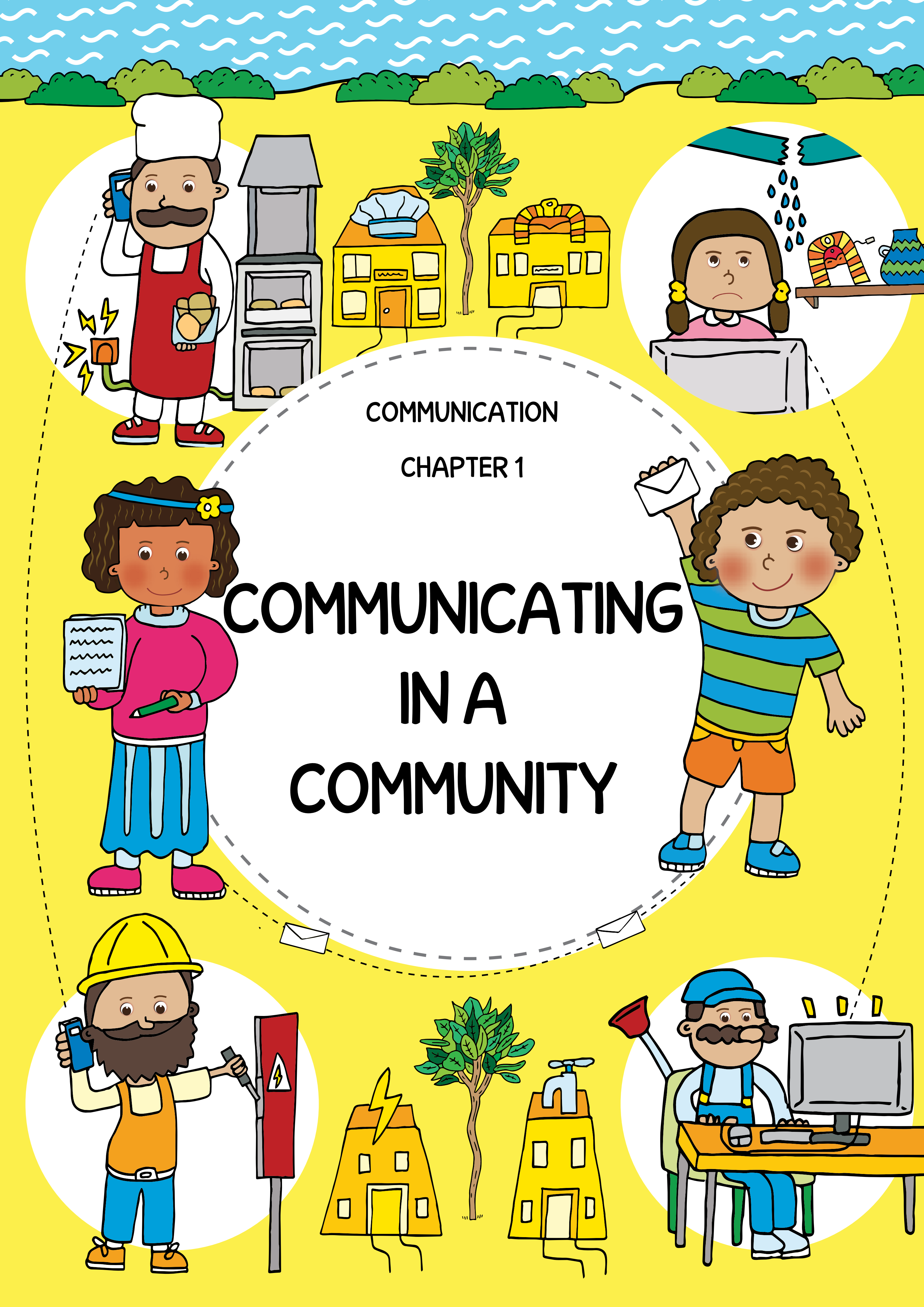
## MY SELF-ASSESSMENT

**Read each statement. For each row, color the stars in the box that describes your effort.**

| | ☆ | ☆ ☆ | ☆ ☆ ☆ |
|---|---|---|---|
| Academic Content | ☆ I can explain the importance of water and electricity but have trouble identifying how it can be conserved. | ☆ ☆ I can explain the importance of water and electricity and how they can be conserved. | ☆ ☆ ☆ I can explain the importance of water and electricity and can detail several ways they can be conserved. |
| Quality of Performance | ☆ I had trouble choosing or working with materials to build items for the city. | ☆ ☆ I used appropriate materials effectively to build items for the city. | ☆ ☆ ☆ I used materials creatively or in unique ways to build items for the city. |
| Life Skills | ☆ I had some trouble working with my group or completing my task. | ☆ ☆ I worked well with my group and completed my task. | ☆ ☆ ☆ I was a leader in my group, helping others work together and complete their tasks. |

# Rubric Assessment (for teacher use)

| | Approaching Expectation (1) | Meeting Expectation (2) | Exceeding Expectation (3) |
|---|---|---|---|
| **Academic Content** | Contributes dialogue to a radio script that includes accurate information about a city only with support from peers or the teacher. *Drama B.2.* *Writing D.3.a.* | Independently contributes dialogue to a radio script that includes accurate information about a city. *Drama B.2.* *Writing D.3.a.* | Contributes dialogue to a radio script that includes accurate information about a city and presents it in a unique, engaging way. *Drama B.2.* *Writing D.3.a.* |
| | Gathers facts about a city in Egypt only with support from peers or the teacher. *Social Studies B.1.f* | Gathers accurate facts independently about a city in Egypt. *Social Studies B.1.f* | Gathers accurate, detailed, and interesting facts independently about a city in Egypt. *Social Studies B.1.f* |
| | Utilizes technology to gather information about a specific topic with support. *ICT C.1.c. (if applicable)* | Utilizes technology independently to gather accurate information about a specific topic. *ICT C.1.c. (if applicable)* | Utilizes technology independently to gather accurate information about a specific topic and assists others in using technology. *ICT C.1.c. (if applicable)* |
| | Identifies weather patterns for a given city only with support from peers or the teacher. *Science B.1.c.* | Identifies and summarizes weather patterns independently and correctly for a given city. *Science B.1.c.* | Identifies and summarizes weather patterns correctly for a given city and is able to compare weather in multiple cities. *Science B.1.c.* |
| **Quality of Performance** | Speaks to the audience but may be difficult to hear and/or does not use expression appropriate to the task. | Speaks to the audience with a clear voice and expression appropriate to the task. | Speaks to the audience with a clear voice and exceptional expression appropriate to the task. |
| | Records weather data collected by the class with support from peers or the teacher. | Accurately records and analyzes weather data collected by the class. | Accurately records and analyzes weather data collected by the class and leads class discussions about weather patterns. |
| **Life Skills** | Gives feedback that is general. | Gives feedback that is specific and relevant to the work. | Gives thoughtful feedback that is specific and relevant to the work and may offer a unique perspective. |
| | Works with classmates to create their part of a script but does not contribute ideas. | Works with classmates, contributing ideas to create a script. | Works with classmates, contributing ideas to create a script and taking on a leadership role. |


COMMUNICATION
CHAPTER 1
COMMUNICATING
IN A
COMMUNITY



## COMMUNICATING

Complete the web with your ideas about communicating.

Communicating



## GOOD MORNING NOUR

**Follow along as your teacher reads.**

"Good morning Nour. Do not forget your homework," calls Nour's mom.

"Good morning Mom. I won't forget."

"Hurry up Sara. I need to get ready." Nour yells to her sister through the bathroom door.

"Fine. Just another minute," she calls back.

"What would you like for breakfast?" asks grandma from the kitchen.

"A cheese sandwich please," answers Nour.

As Nour walks out of her door, she sees Hossam.

"Hey Hossam," Nour calls. "Let's race to end of the block."

"Ready, set, go," yells Hossam.



As Nour runs, she sees the florist at the corner.

"Good morning. Have a wonderful day at school," the florist calls.

"Thank you. Have a wonderful day too," Nour responds.

Once Nour makes it to school, she is greeted by her teacher.

“Hello Nour,” her teacher says.

“Good morning Mrs. Hoda.”

As Nour walks to her seat, her friends start talking to her.



“Hey Nour. Did you do anything fun this weekend?” asks Mariam.

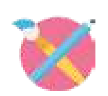
“Yeah, I played football with Hossam. It was great.”

“That sounds great. I played football with my brother,” said Omar.

“Nour, let’s sit together for break, okay?” calls her friend Rana.

“Okay class, it is time to begin our work,” calls their teacher.

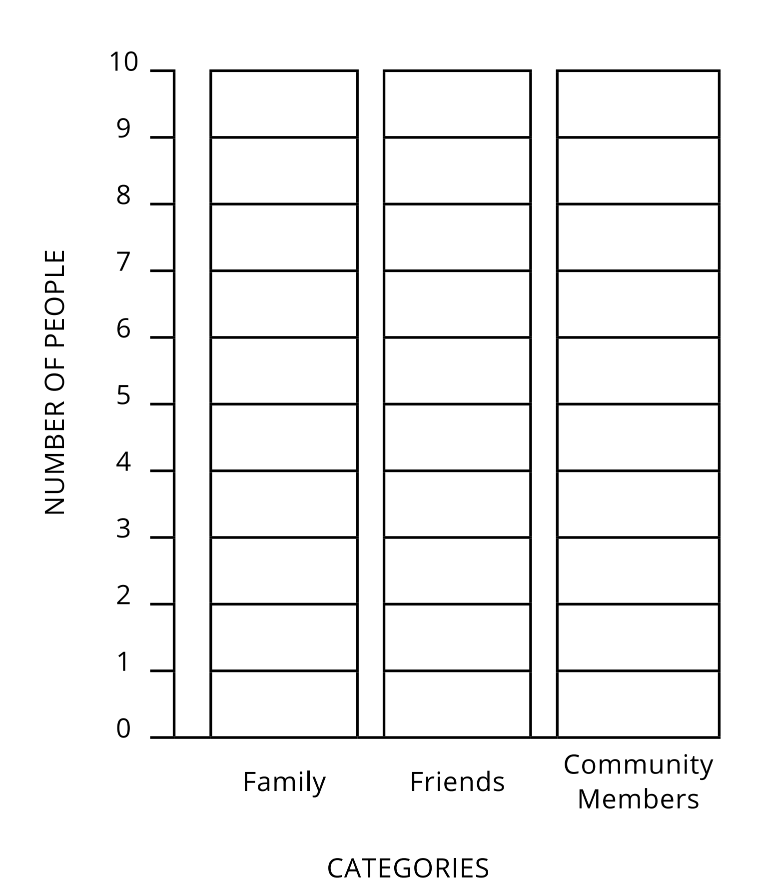
Nour and her classmates stop talking and get ready to start the day.



## GRAPHING MY CONVERSATIONS

**Make a list of the people you have communicated with so far today. Then, categorize the data to complete the graph below.**

Complete the bar graph to show how often you have communicated with each category.








## ROLE PLAY SCENE 1

**On the following pages are four different scenarios. Act out the conversation assigned by your teacher.**

**Talking to Dad**

**Child:** Dad, where is my book for school?

**Dad:** I do not know. I can help you look.

**Child:** Thank you.

**Dad:** I will look in the living room. You look in your bedroom.

**Child:** Okay. It is not in my bedroom.

**Dad:** I found it. The book was on the table.

**Child:** Thank you for your help, Dad.

**Dad:** You are welcome.

In this scene, the characters communicate to _______________

_______________________________________________

_______________________________________________



## ROLE PLAY SCENE 2

**Act out the conversation assigned by your teacher.**

**Talking to Grandma**

**Child:** Grandma, can I ask you a question?

**Grandma:** Of course. Come sit with me.

**Child:** Grandma, what was mom like when she was my age?

**Grandma:** She was a lot like you. She liked to read. She also liked to play music.

**Child:** Wow. I love hearing your stories, Grandma. Can you tell me more?

In this scene, the characters communicate to _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _



## ROLE PLAY SCENE 3

**Act out the conversation assigned by your teacher.**

### Talking to a Brother

**Child:** Let's build a fort.

**Brother:** Where?

**Child:** In our room.

**Brother:** Hmmm. What do we have to build with?

**Child:** Pillows and blankets.

**Brother:** What about some chairs? We can put the blankets over the chairs.

**Child:** That is a great idea. Let's get to work.

In this scene, the characters communicate to ______________________

__________________________________________

__________________________________________



## ROLE PLAY SCENE 4

**Act out the conversation assigned by your teacher.**

### Talking to Mom

**Mom:** What would you like for dinner?

**Child:** A salad. I can help you.

**Mom:** That would be great. Can you get the cucumbers?

**Child:** Yes. Here they are. What should I do next?

**Mom:** Wash the cucumbers in the sink. Then use a peeler to peel the cucumbers.

**Child:** Like this? Can you show me?

**Mom:** Okay, watch how I do it and then you can copy me.

In this scene, the characters communicate to _________________

_________________________________________________

_________________________________________________



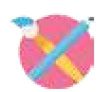
## COMMUNICATING WITH MY FAMILY

Draw and write to tell about a time you communicated with a family member for help in solving a problem.



## MAILING A LETTER

Practice addressing the envelope. Then, design a stamp.



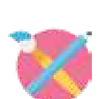
## SENDING AN EMAIL

Practice addressing and writing an email.

To:

Subject:

SEND

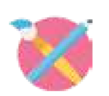


## COMPARING MAIL AND EMAIL

**Record similarities and differences between mail and email in the Venn Diagram.**

MAIL

EMAIL



## SCENARIOS

**In your rows, discuss the scenario and how you would solve the problem. Complete the sentences.**

1. Your best friend takes a funny picture of you and posts it on his social media. You do not think it is funny, and it hurts your feelings.

The problem is

I would

2. You send a text to your cousin and she thinks you are saying something mean to her.

The problem is

I would

3. You are using your mom's cell phone when it rings. You answer the phone and a voice you do not recognize asks for your address.

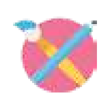
The problem is

I would

4. You are playing a game on a computer and a window pops up, asking you to buy more time. What do you do?

The problem is

I would



## FORMAL OR INFORMAL?

Imagine your class needs to collect empty plastic bottles for a project. Write a message to a local store owner, a family member, and a friend asking each to bring in or donate materials for the project.

STORE OWNER

FAMILY MEMBER

FRIEND



## NONVERBAL AND VERBAL COMMUNICATION

Describe what is being communicated in each picture.











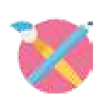




## SOLVING PROBLEMS IN COMMUNICATION

**Choose a character and practice saying your lines with the suggested tone of voice. Give feedback to your partner when they say their lines.**

| | |
|---|---|
| **Nour (happy):** | Hi Hossam. I took your backpack. It was.... |
| **Hossam (angry):** | I know you did. Rasha said you had it. |
| **Nour (confused):** | What is wrong, Hossam? |
| **Hossam (sad):** | What happened, Nour? We have been best friends for years, and now this. |
| **Nour (confused):** | What are you talking about? |
| **Hossam (sad):** | You are my best friend but you made a mistake. Why would you take my backpack without asking? |
| **Nour (laughing):** | Hossam, you are silly. You left your backpack in the courtyard at the beginning of the day. I brought it inside and put it in your cubby. |
| **Hossam (happy):** | Oh, thank you, Nour. I am sorry I was angry with you. I understand now. You are a good friend. |



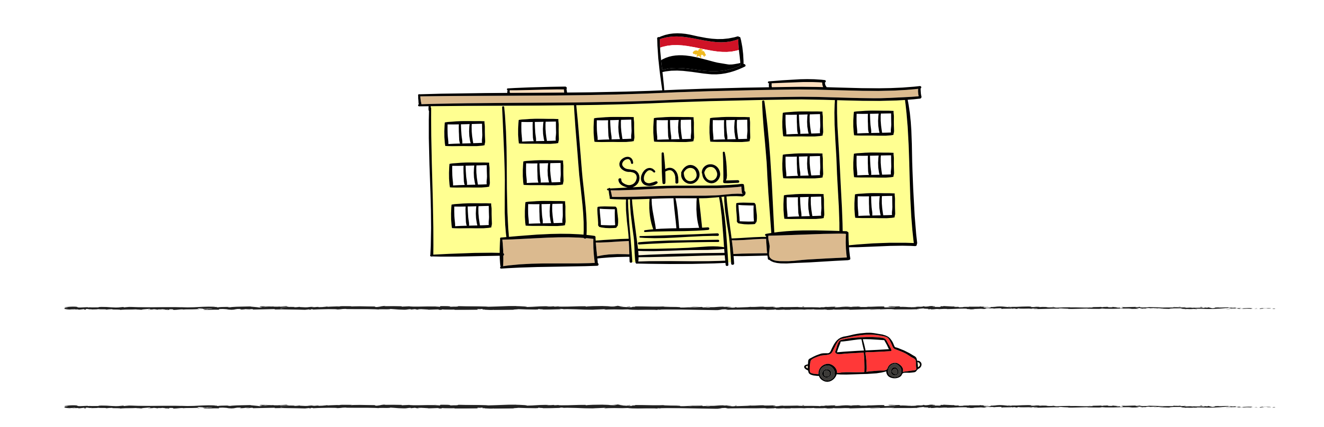
## A COMMUNITY AT WORK

Who in our community works together to make sure bread is ready to sell ? Complete the web by listing more connected workers. Describe how each one helps.



## MY COMMUNITY

Add local roads and businesses onto your map.



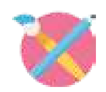

MAP LEGEND



## CASHIER AND CUSTOMER

**Read the conversation between the cashier and the customer. Solve the math problem using addition and subtraction. Show your work in the workspace provided.**

| Conversation | Workspace |
|---|---|
| Cashier: Your total is 75 LE.<br>Customer: Here is a 50 and two 20-pound notes. Do I have enough money? | |
| Cashier: Yes, you have _________ LE total. Let me get you your change.<br>Customer: Great. How much money do I get back? | |
| Cashier: _________ LE. Thank you for shopping here today. | |



## USE MATH TO SHOP

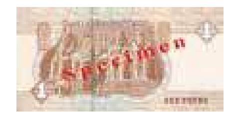
**Work with a partner to create a conversation that could be heard in a store.**

Items for purchase: *Circle what you will purchase.*

|  |  |  |  |  |
|---|---|---|---|---|
| 8 LE<br>Balady bread | 50 LE<br>Football shirt | 15 LE<br>Salad | 32 LE<br>Building blocks | 10 LE<br>Book |

I owe __________ LE.

Money to be used:

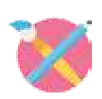


I owe __________ LE.

Use the space below to solve the math problems.

| Total Cost | Money Used | Change Made |
|---|---|---|
| | | |

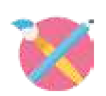




## THEME 1 REVIEW: WHO AM I?

Complete the graphic organizer by writing and drawing about your Theme 1 learning experiences.

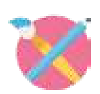
| SUMMARY | PROJECT |
| --- | --- |
| Theme 1 was about | One project we did was |
| **MY BEST WORK** | **FAVORITE EXPERIENCE** |
| My best work in the theme was on | My favorite learning experience was |



## THEME 2 REVIEW: THE WORLD AROUND ME

Complete the graphic organizer by writing and drawing about your Theme 2 learning experiences.

| SUMMARY | PROJECT |
| --- | --- |
| Theme 2 was about | One project we did was |
| **MY BEST WORK** | **FAVORITE EXPERIENCE** |
| My best work in the theme was on | My favorite learning experience was |



## THEME 3 REVIEW: HOW THE WORLD WORKS

Complete the graphic organizer by writing and drawing about your Theme 3 learning experiences.

| SUMMARY | PROJECT |
| --- | --- |
| Theme 3 was about | One project we did was |

| MY BEST WORK | FAVORITE EXPERIENCE |
| --- | --- |
| My best work in the theme was on | My favorite learning experience was |



## THEME 4 REVIEW: COMMUNICATION

Complete the graphic organizer to apply what you have learned in the current chapter to your presentation.

**Communication Tips**

Remember:

1. ______________________

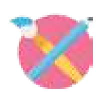
2. ______________________

3. ______________________

4. ______________________

**Audience**

Who might be interested in what you have learned?



## MY SELF-ASSESSMENT

**Read each statement. For each row, color the stars in the box that describes your effort.**

| | ☆ | ☆ ☆ | ☆ ☆ ☆ |
|---|---|---|---|
| **Academic Content** | ☆ I need help using digital media to produce my presentation. | ☆ ☆ I used digital media to produce my presentation independently. | ☆ ☆ ☆ I used digital media to produce my presentation independently and helped others produce theirs. |
| **Quality of Performance** | ☆ I need help using appropriate tone and expression in my presentation or product. | ☆ ☆ I used appropriate tones and expressions in my presentation or product. | ☆ ☆ ☆ I used tones and expressions in my presentation or product that were appropriate and engaging for the audience. |
| **Life Skills** | ☆ I need help giving and using feedback. | ☆ ☆ I gave feedback that was helpful and used feedback to improve my product. | ☆ ☆ ☆ I gave respectful feedback that was helpful and easy use, and I used feedback from multiple people to improve my product. |

# Rubric Assessment (for teacher use)

*Note to Teacher: If digital presentation tools are unavailable, skip the first row of Academic Content.*

| | **Approaching Expectation (1)** | **Meeting Expectation (2)** | **Exceeding Expectation (3)** |
|---|---|---|---|
| **Academic Content** | Uses appropriate digital media to present information with help. *Speaking and Listening A.3.a.* | Uses appropriate digital media to effectively present information. *Speaking and Listening A.3.a.* | Uses appropriate digital media independently to effectively present information. *Speaking and Listening A.3.a.* |
| | Writes or speaks with correct formality and conventions at times during the presentation or product but requires support in this area. *Reading G.1.f., G.1.g.* | Writes or speaks with correct formality and conventions throughout the presentation or product. *Reading G.1.f., G.1.g* | Writes or speaks with correct formality and conventions throughout the presentation or product with no errors. *Reading G.1.f., G.1.g* |
| | Uses a graphic organizer to plan information for the presentation with help. *Writing D.1.a.* | Uses a graphic organizer independently to plan information for the presentation. *Writing D.1.a.* | Uses a graphic organizer correctly to plan relevant information for the presentation and adjusts the organizer as needed. *Writing D.1.a.* |
| | Utilizes feedback to improve the presentation only with help and struggles to identify or describe improvements made. *Writing D.1.b.* | Utilizes feedback to improve the presentation and can generally describe improvements made. *Writing D.1.b.* | Utilizes feedback to improve the presentation and identifies specific areas of improvement, identifying the changes that were made. *Writing D.1.b.* |
| **Quality of Performance** | Writes or speaks to the audience using some appropriate grammar, tone, and expressions only with help. | Writes or speaks to the audience using appropriate grammar, tone, and expressions consistently. | Writes or speaks to the audience using appropriate grammar and engaging tone and expressions. Helps others improve tone through feedback. consistently. |
| **Life Skills** | Gives feedback that is general. | Gives feedback that is specific and relevant to the work. | Gives thoughtful feedback that is specific and relevant to the work and offers actionable suggestions. |
| | Describes prior learning but struggles to express personal interest or accomplishments. | Describes prior learning and effectively expresses personal interest and accomplishments. | Describes prior learning and expresses personal interest and accomplishments in engaging and original ways. |



COMMUNICATION
CHAPTER 2
COMMUNICATING CULTURE



## NOUR CELEBRATES

**Read the story. How are Nour's celebrations similar to your own?**

Nour quickly put on the new clothes she just received. She was ready to go out and celebrate Eid Al Fitr with her friends in the community.

Today was the third day of Eid Al Fitr and she could not wait to get to the carnival. Hossam was going to meet her there with his family.

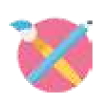
She enjoyed seeing all the colorful lanterns lining the street, and eating the traditional cookies. The performers were always fun to watch.

But Nour's favorite thing to do was listen to storytellers tell traditional folktales. She also loved hearing the stories that her grandma would tell her.



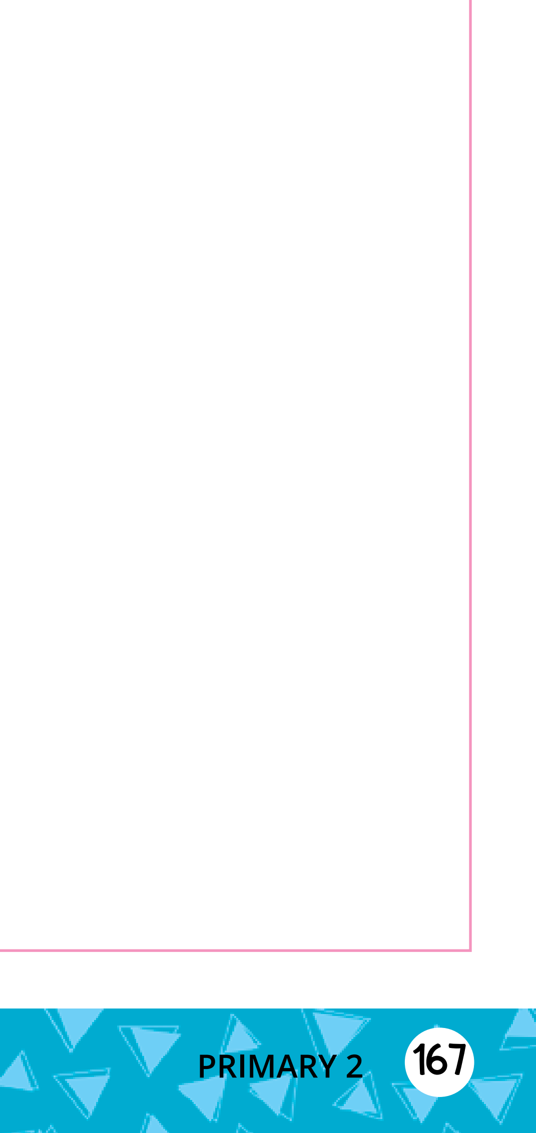
## OUR COMMUNITY CELEBRATES

**Draw and write to tell how your community celebrates Eid Al Fitr.**



## EGYPT'S CULTURE

Draw a picture to show a part of Egypt's culture.





## NOUR'S TRADITIONS

**Circle two traditions in the story.**

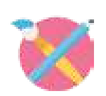


Nour wakes up early on Sham El-Nessim. Her mom is already in the kitchen. "Good morning Nour. Are you ready to dye some eggs?" "Yes ," exclaims Nour.

Every year , Nour, her brother, and her sister decorate eggs to start Sham El-Nessim. Her mom decorated eggs when she was young too. She often tells Nour stories about dyeing eggs with her mother while they work.

After they finish dyeing the eggs, Nour gets dressed quickly. Every year, the family spends the day outside on Sham El-Nessim. They enjoy the gardens and fountains at Al-Azha Park. Nour loves spending the holiday outside with her family.

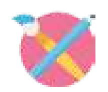




## FAMILY TRADITIONS

**Fill out the graphic organizer to describe a family tradition.**

| TRADITION: | WHO PARTICIPATES? |
| --- | --- |
| | |
| WHERE DID IT COME FROM? | HOW DID YOU LEARN THE TRADITION? |
| | |



## VOCABULARY: CULTURE

**Think about your own definition for the new word. Complete the chart.**

Vocabulary Word: ______________________

| Your Definition | Illustration |
| --- | --- |
| | |

| Sentence Using the Vocabulary Word |
| --- |
| |



## HOSSAM'S NEW SHAM EL-NESSIM (PART 1)

**Read the story.**

Tomorrow is Sham El-Nessim and Hossam will be celebrating in Cairo for the first time. "What will your family do tomorrow? Do you want to come over and decorate eggs with me?" Nour asks.

"We decorate eggs in my family too," replies Hossam. But Hossam looks sad.

Nour asks, "Are you excited for Sham El-Nessim?"

"I guess so," replies Hossam, "but it will be different this year. My family has a tradition of spending the day at the beach. But that was when we lived in Hurghada. Now that we are in Cairo, I do not know what we will do."



Nour thinks quietly. Then she says, "You can come with my family to the park."

"Thank you, but my family loves to be near the water on the holiday. I wish I had a good idea for a new tradition," Hossam says.



## HOSSAM'S NEW SHAM-EL NESSIM (PART 2)

**Read the story.**

Nour did not like seeing her friend so sad. When Nour gets home, she tells her mom about Hossam. She wants to make sure Hossam has a great first Sham El-Nessim in Cairo.

“Mom, can Hossam’s family celebrate with us?” Nour asks.

“Of course they can, but you said that he does not want to go to the park,” says Nour’s mom.

Nour thinks some more and then has a great idea. “Mom, what if we tried something different this year?” says Nour.

“Maybe, but we love being outside at the park,” replies Nour’s mom.

“What if we were outside on the Nile instead? Remember when we took the boat ride for grandma’s birthday? We can spend the day outside on the Nile. That way, Hossam’s family can be near the water too,” exclaims Nour.

“Wow, what a great idea. You combined part of our tradition and part of your friend’s tradition. We can try something new this year,” says Nour’s mom.





## ANALYZING TRADITIONS

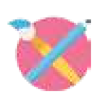
**Write in complete sentences to answer the questions.**

How were Hossam's traditions and Nour's traditions similar and different?

How were Hossam's traditions and Nour's traditions influenced by where they live?

How did their two different traditions combine to fit the culture of where they live now (in Cairo)?





## WHERE WE LIVE

Write the name of the city you live in. Then, draw and write about a tradition unique to where you live.



## RESEARCHING CULTURE

**Choose a region or city of Egypt. Then, work with your assigned group to conduct research and record notes in the organizer on what you learn.**

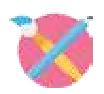
| CLOTHING: |
| --- |
| |

| FAMILIES: |
| --- |
| |

LANGUAGE/DIVERSITY:

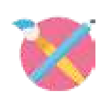
CELEBRATIONS/EVENTS:

TRADITIONS:



## COMPARING CULTURES

Compare the culture in the region you researched to the local culture. Record notes on similarities and differences below.



## EGYPTIAN NATIONAL ANTHEM

**Follow the lyrics below as you read and sing the national anthem. When instructed, cut the lyrics into strips, with one line per strip. Mix them up on the table in front of you.**

*Chorus:*

*My homeland, my homeland, my homeland*

*You have my love and my heart.*

*My homeland, my homeland, my homeland*

*You have my love and my heart.*

Egypt! O mother of all countries,

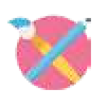
You are my hope and my ambition,

And above all people,

Your Nile has countless graces!

*Chorus*

| Egypt! Most precious gem, |
|---|
| A blaze on the brow of eternity! |
| O my homeland, be forever free, |
| Safe from every enemy! |
| *Chorus* |
| Egypt, noble are your children. |
| Loyal, and guardians of the reins. |
| Be we at war or peace |
| We will sacrifice ourselves for you, my country. |
| *Chorus* |



## OUR SONG

**Collaborate to create a two-part song about the pride you have for your community.**

Names of students creating lyrics:

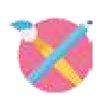
Names of students creating music:

**PART 1**

**PART 2**







## REGIONAL ARTS AND MUSIC

Use the clues drawn in each region and the word bank to match the type of art or music with the region.

folk music
Assaya dance
reed pipe music
bagpipe music
handmade carpets
palm leaf handicrafts
pottery and textiles



## LOOKING BEYOND EGYPT

**Label the countries that border Egypt to the west and south.**
**Label the water that borders Egypt to the north.**

N
W
E
S



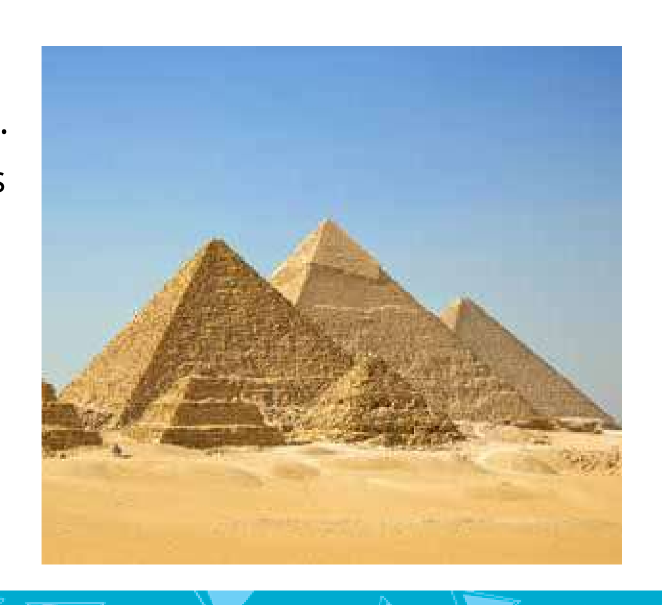
## FOLKTALES

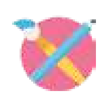
**Follow along as the folktale is read.**

There once was a man who rode a camel through the many regions of Egypt. He saw the great sands of the Western Desert and the palm trees in the oasis in Siwa. He rode through rural areas and met farmers growing cotton. He watched the boats in the Canal region and visited the Great Pyramids in Giza. He saw the dam in Aswan that helps control the flooding of the Nile.

When he returned home, he described each of the places he visited to his wife. His wife wove blankets with images that people thought looked real. She wished that she had seen the amazing things her husband had seen, but instead, she wove beautiful blankets that looked like the places her husband visited.

One day, the wife was shaking out the blanket that looked like the Great Pyramids. It had many shades of brown for the stones of the pyramid and beautiful blues for the sky. A strong wind came and stretched out the blanket. It stretched and stretched until it was as big as the pyramids. The wife stepped carefully onto the blanket and visited the Great Pyramids herself.





## MOSAIC EXAMPLES

Write a definition of the word mosaic after comparing the images on this page.





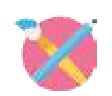


A mosaic is



## MOSAIC BRAINSTORM

**Brainstorm ideas for a picture that reflects local artistic culture.**



## CULTURE SPLASH

Use this page to plan your music or artwork to communicate your culture.

| TASKS | STUDENT RESPONSIBLE |
| --- | --- |
| | |
| | |
| | |
| | |



## CULTURE IS...

Use each letter in the word CULTURE to write a word related to culture.

C

U

L

T

U

R

E



## MY SELF-ASSESSMENT

**Read each statement. For each row, color the stars in the box that describes your effort.**

| | ☆ | ☆ ☆ | ☆ ☆ ☆ |
|---|---|---|---|
| Academic Content | ☆ I can give examples of culture with help from the teacher or a classmate. | ☆ ☆ I can give several examples of culture. | ☆ ☆ ☆ I can give multiple examples of culture in several different forms (customs, celebrations, art, and so on). |
| Quality of Performance | ☆ My group created a song or work of art, but I did not contribute much. | ☆ ☆ I helped my group to create a song or work of art. | ☆ ☆ ☆ I helped my group to create an excellent song or work of art. |
| Life Skills | ☆ I had some trouble working with my group or completing my task. | ☆ ☆ I worked well with my group and completed my task. | ☆ ☆ ☆ I was a leader in my group, helping others work together and complete their tasks.. |

# Rubric Assessment (for teacher use)

| | Approaching Expectation (1) | Meeting Expectation (2) | Exceeding Expectation (3) |
|---|---|---|---|
| **Academic Content** | Explains with help how the song or work of art communicates culture. *Social Studies A.1.d.* | Explains independently how the song or work of art communicates culture. *Social Studies A.1.d.* | Explains how the song or work of art communicates culture while making connections to other examples in Egyptian culture. *Social Studies A.1.d.* |
| | Works with a group to communicate culture through art but does not contribute original ideas. *Music D.3.* *Visual Art A.2.f.* | Works with a group to communicate culture through art and contributes original ideas. *Music D.3.* *Visual Art A.2.f.* | Works with a group to communicate culture through art. Serves as a leader or offers unique or thoughtful ideas. *Music D.3.* *Visual Art A.2.f.* |
| | Participates in collaborative conversations but is unable to build on the comments of others. *Speaking and Listening A.1.c.* | Builds on the comments of others during collaborative conversations. *Speaking and Listening A.1.c.* | Builds on the comments of others during collaborative conversations and helps classmates make connections to others' remarks. *Speaking and Listening A.1.c.* |
| **Quality of Performance** | Creates a work of art that communicates culture but is not well organized or performed. | Creates a work of art that communicates culture and is well organized and performed. | Creates a work of art that communicates culture and is performed in an exceptional manner. |
| | Creates artwork that does not accurately represent culture or values. | Creates artwork that accurately represents culture or values. | Creates artwork that accurately and creatively represents culture or values. |
| **Life Skills** | Uses language that is not positive. Has a hard time listening respectfully and allowing others to contribute. | Uses positive language and listens respectfully when working with others. | Uses positive language and listens respectfully when working with others. Shows leadership in this area and helps others model respectful behavior. |
| | Manages or organizes tasks ineffectively or only with the help of peers or the teacher. | Manages and organizes tasks effectively and independently. | Manages and organizes tasks effectively and helps to organize peers. |


COMMUNICATION
CHAPTER 3
COMMUNICATION TOOLS



## HOW WILL I COMMUNICATE ?

**Imagine you have access to all four types of communication pictured. Match the communication technology you are most likely to use with each scenario. There may be more than one correct answer.**

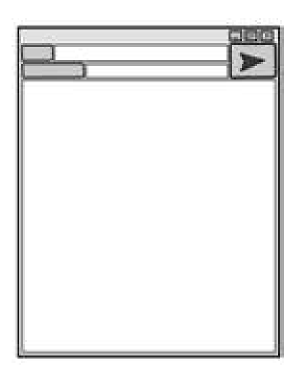
1 You want to invite a friend to come over to play.



2 You want to wish your grandma a happy birthday.



3 You want to tell a friend, who lives far away, about your day.



4 You want to place an order for a cake at the bakery.



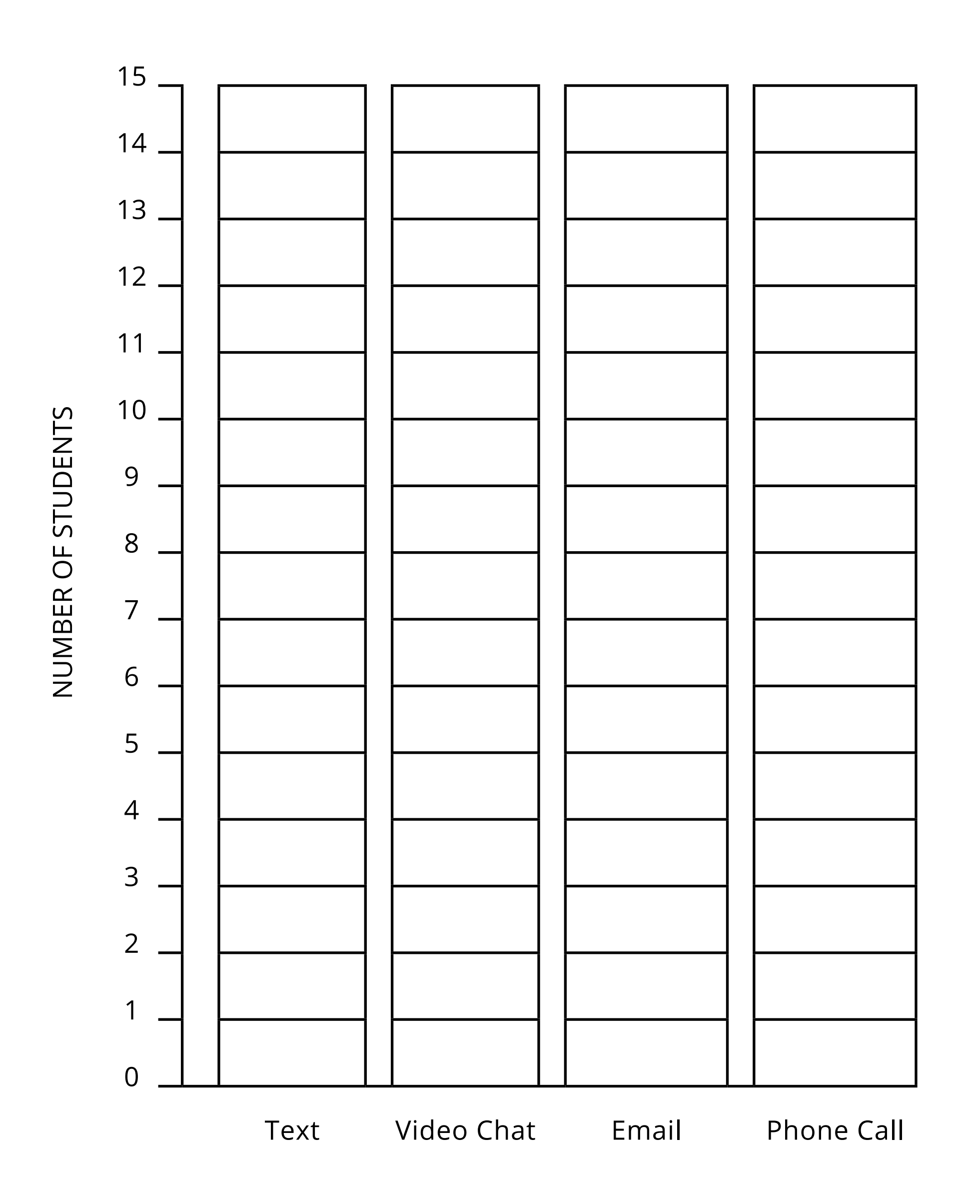


## GRAPHING COMMUNICATION

**Choose one scenario from the previous page and record it below. Then ask 15 students in your class which form of communication they prefer for that scenario. Record answers on your graph.**

Scenario: ____________________

COMMUNICATION PREFERENCES

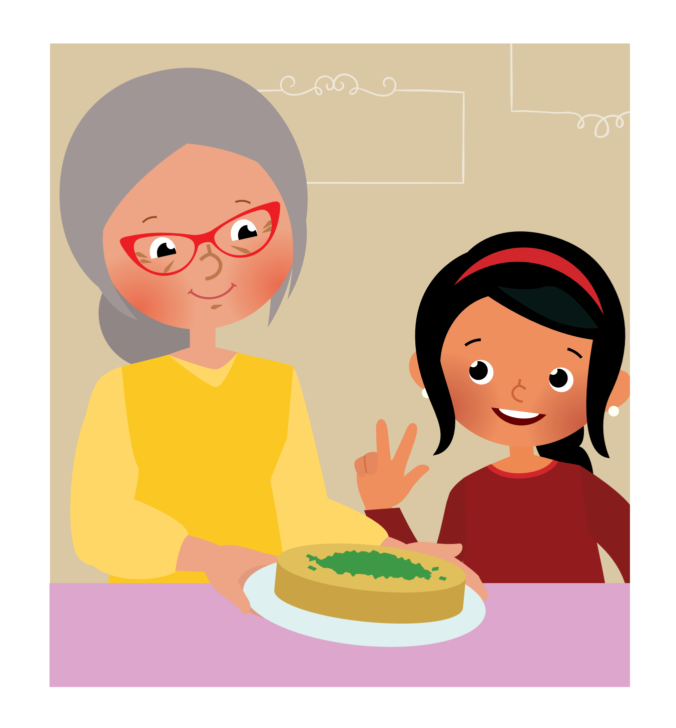



PREFERRED FORM OF COMMUNICATION



## NOUR'S NEW CLASSMATE

**Read the story. Identify the type of communication you think would be best for the new student. Give reasons to support your answer.**



Nour arrived home from school.
"Good afternoon, Grandma. We have a new student in our class. Her name is Rana. She is blind. That means she cannot see," Nour tells Grandma.

"Wow. How interesting," Grandma replies.

"Even though she cannot see, she can still read," Nour exclaims.

"How can she do that?" Grandma asks.

"She reads special books. Her books are written in braille. Braille letters are dots that she can feel on the page. Those dots tell her the letters to make words. It is amazing!" Nour says.

"That is indeed amazing. So instead of looking at the words and reading them, she feels the words. But our computers and cell phones do not have braille letters on them. I wonder how she communicates with others," Grandma says.



## STRONG OR WEAK

**Circle the passwords that are strong passwords. Write to explain one of your choices.**

| **Password Rules** |
|---|
| 1. Longer than 8 characters |
| 2. Includes numbers and letters |
| 3. Includes symbols, such as @ # ! & |

Which passwords are strong?

| | | |
|---|---|---|
| DoGdOg12 | 5DoG##55 | C@ts2468 |
| Cats | 12345678 | 1A2b3C4*! |



## MAKING A STRONG PASSWORD

**Read over the password criteria. Work as a group to turn a word you can remember into a strong password.**

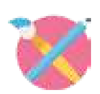
| IDEAS CHART |
| --- |
| Names or Letter |
| Word Ideas |
| Number Ideas |
| Symbol Ideas |

Word (or letters) to start our password: _ _ _ _ _ _ _ _ _ _ _

| | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | | | | | |

| Password Rules | | |
|---|---|---|
| The password has eight or more charaters.<br>_____________ | 🙂 | ☹️ |
| The password has numbers.<br>1 2 3 4 5 6 7 8 9 0 | 🙂 | ☹️ |
| The password has symbols.<br>@ # ! % * + = | 🙂 | ☹️ |





## BEING RESPONSIBLE ONLINE

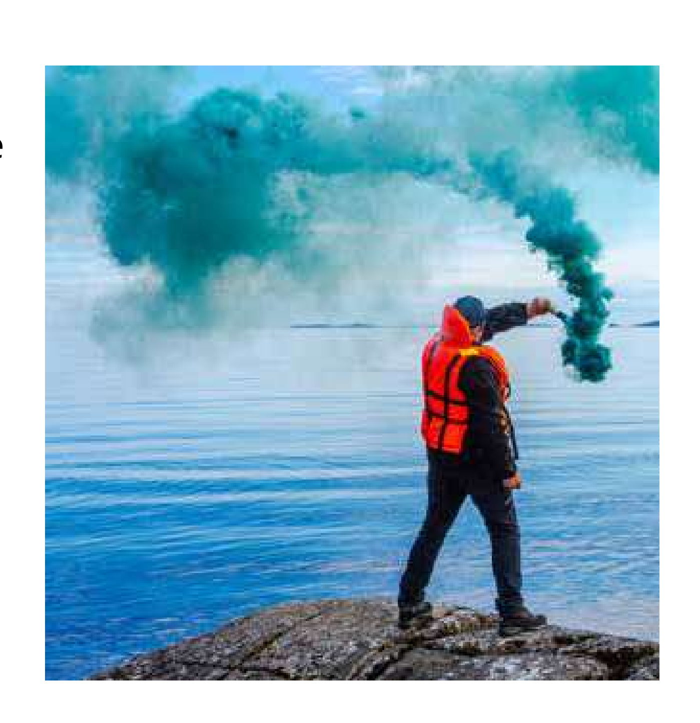
Write a note to a student in Primary 1 explaining how you can communicate responsibly online.



## COMMUNICATION LONG AGO

**Read to learn about communication long ago.**

### Smoke Signals



Long ago, people realized they could communicate using fire or smoke. Smoke from a fire can rise in different sizes, locations, colors, and patterns. Smoke can be used as a code to communicate a message. The message can be sent over a great distance, as long as the smoke is visible. If the distance is too great, a series, or relay, of fires can be used. Today , colorful smoke is still used to communicate in emergencies.

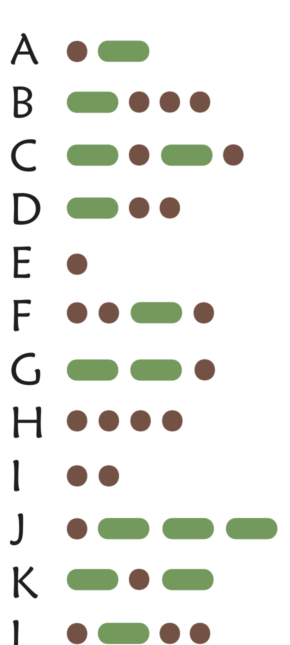
### Telegraph

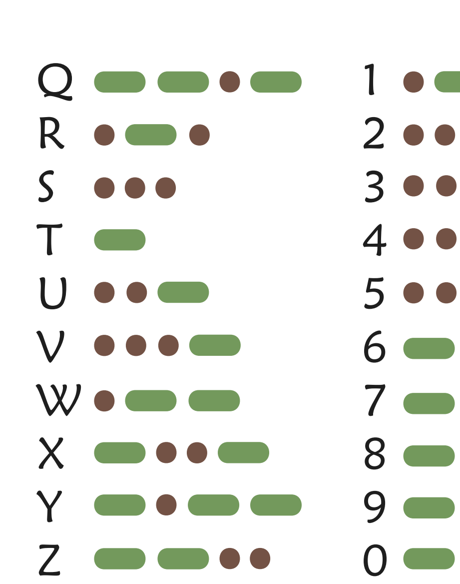


Before there was a telephone, people could use a telegraph to communicate a message over a long distance. A telegraph sends a series of short and long clicks. The clicks are sent in patterns that can be matched to letters. Every letter is assigned a unique pattern. The person on the other end of the wire interprets the pattern of the clicks to spell words. The code used to send a message over a telegraph is called Morse code.

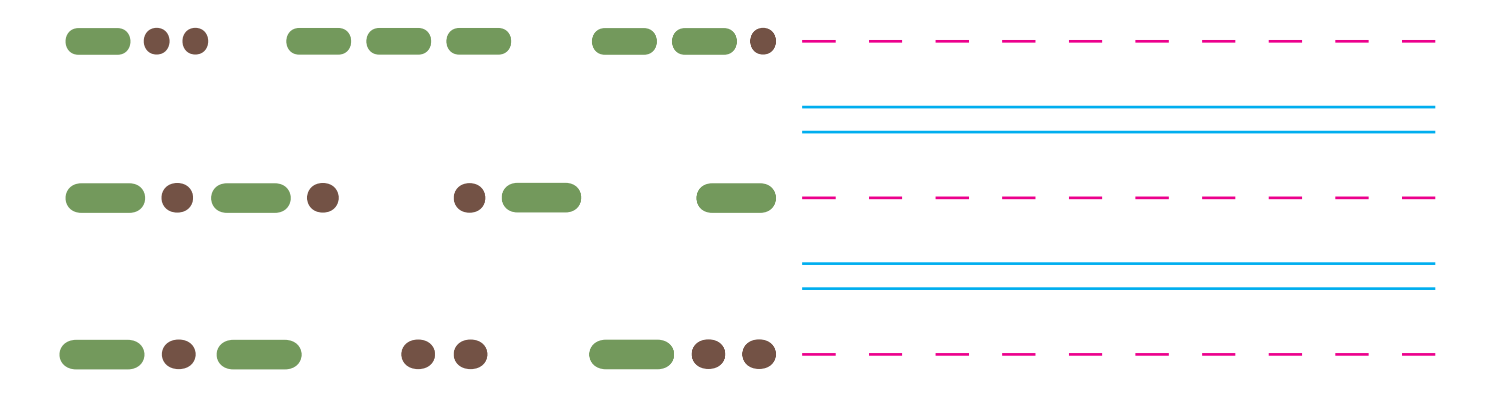
## MORSE CODE

Observe the Morse code. Then, decode the words.



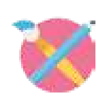








Can you write your name in Morse code?



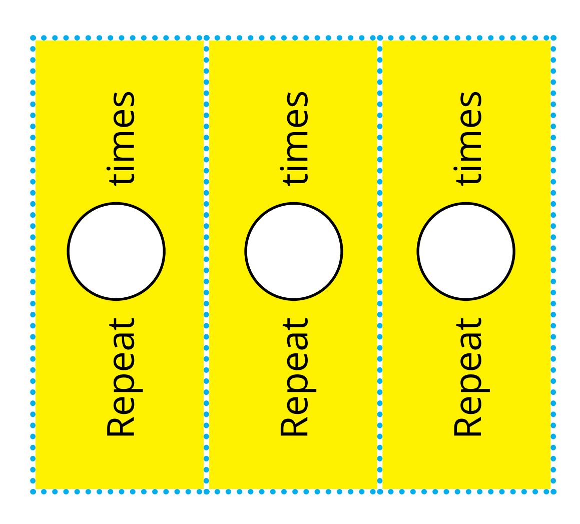
## CODING

Cut and glue the direction cards to tell a code for the dog to follow to get to the dog house.

**Glue code below:**

## DIRECTIONS (TO CUT OUT)

| Walk 1 step | Walk 1 step | Walk 1 step | Turn right |
|---|---|---|---|
| Walk 1 step | Walk 1 step | Walk 1 step | Turn right |
| Walk 1 step | Walk 1 step | Walk 1 step | Turn right |
| Walk 1 step | Walk 1 step | Walk 1 step | Turn right |
| Walk 1 step | Walk 1 step | Walk 1 step | Turn right |
| Walk 1 step | Walk 1 step | Walk 1 step | Turn left |
| Turn left | Turn left | Turn left | Turn left |





## MY NEW CODE

Use the repeat command to write a shorter version of your code.



## SECRET LIGHT MESSAGE

**Complete the statements to communicate a secret message using light.**



Turn light off and on ________________ times

means ______________________________.

Turn light off and on ________________ times

means ______________________________.



## LIGHT SCAVENGER HUNT

**Test how objects around the room interact with light. Record your results**

Two objects that allow light to pass through are

____________________ and ____________________.

Two objects that block light are

____________________ and ____________________.

Two objects that redirect or reflect the light are

____________________ and ____________________.

Blocked means ____________________________________

________________________________________________

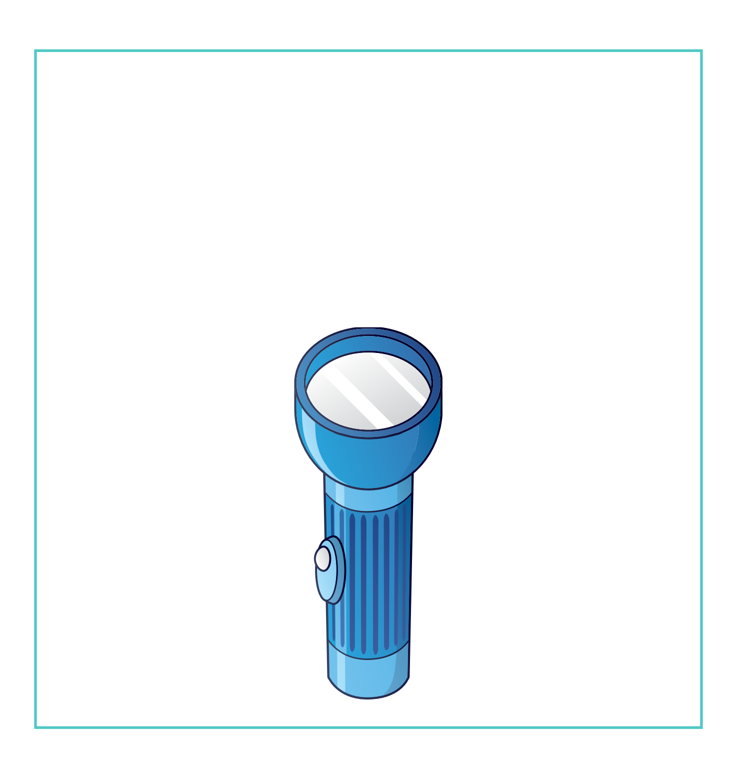
Reflect means ____________________________________

________________________________________________



## HOW LIGHT TRAVELS

Use a pencil to draw arrows showing where you predict the light will travel from each flashlight shown on the page.











## EXPLORING REFLECTIONS

Draw diagrams of what you investigate and write a sentence that explains what you discovered.

| Flashlight pointed directly at mirror | Mirror at an angle to the flashlight |
|---|---|
| | |

I learned



## HOW LIGHT TRAVELS

Observe the diagram below. What evidence do you see that light travels in a straight line?



## EXPLORING SOUNDS

Test different objects in the classroom to see what sounds they make. Record the name of the object and the sound it makes. If no sound is observed, write "none" in the sound column.

| OBJECT | SOUND |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |



## DID YOU HEAR?

**Choose one or two objects, create a message, and create a sound pattern to communicate that message.**

The object(s) we are using is:

Our message is:

Our sound pattern is:



## A BUMPY CODE

**Read the information below, and then observe the braille code. Record any patterns you see.**

A special code was developed for soldiers to read messages in the dark. Louis Braille improved this code. He was blinded as a child and invented his system as a teenager. He used a system of raised dots, or bumps, in a three by two cell.

| 1 | 4 |
|---|---|
| 2 | 5 |
| 3 | 6 |

People read this code, called braille, by feeling the pattern of the bumps. Different combinations of the six bumps are created to form letters, numbers, punctuation, and even musical notes.

A B C D E F G H I J

K L M N O P Q R S T

U V W X Y Z

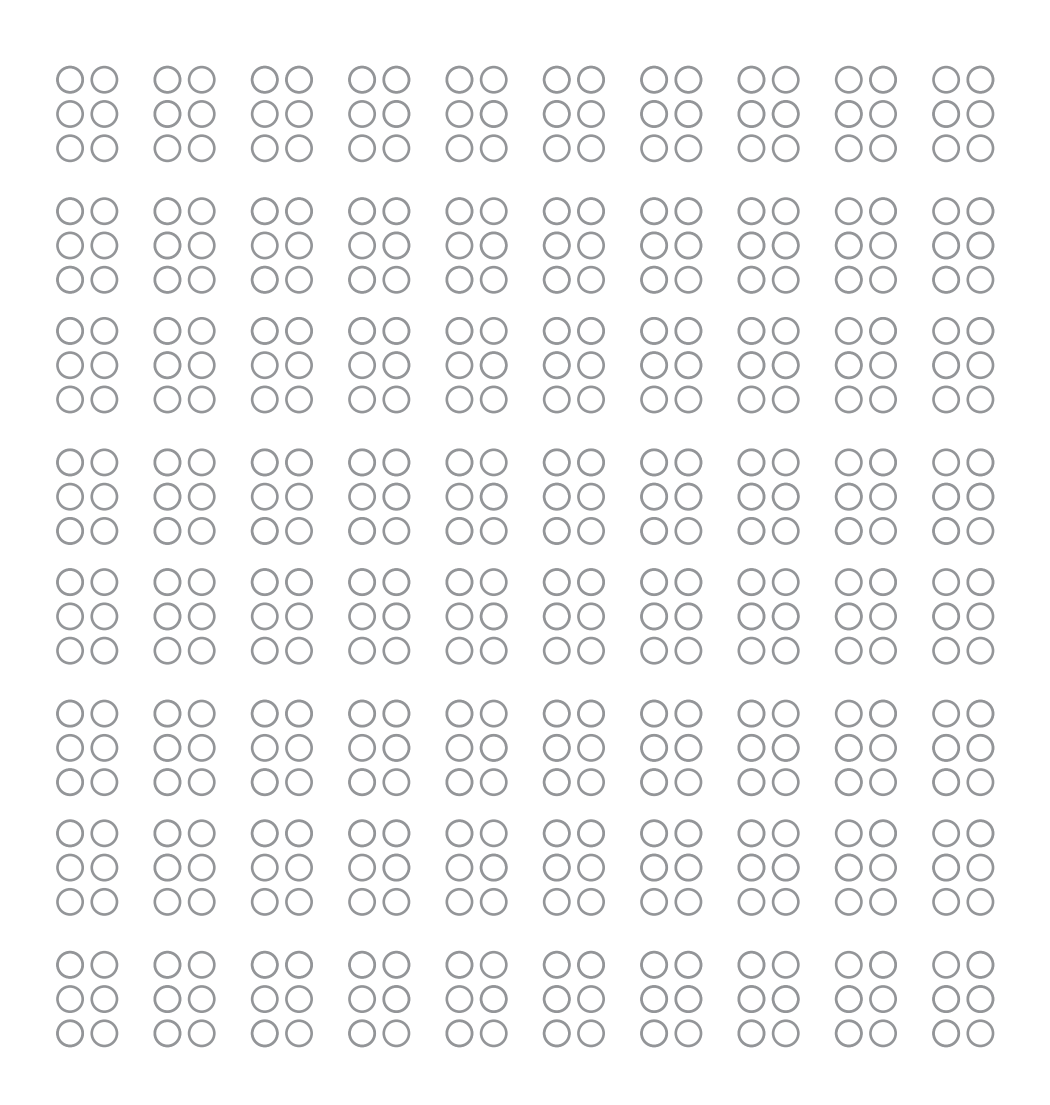
Patterns I see:



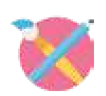


## A BRAILLE MESSAGE

**Use the braille code to create a simple message to send to a friend.**



The message is



## CLASSROOM CODES: PLAN

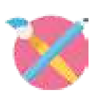
**Use this page to plan how you could communicate classroom messages using sound or light.**

*Circle one:* We will use light / sound.

Classroom message(s) we could communicate:

| MESSAGE | CODE IDEAS |
|---|---|
| | |
| | |
| | |
| | |
| | |

Our materials will be:



## CLASSROOM CODES: BUILD

**Record the messages you will communicate and how your tool and code will work.**

Our messages will be:

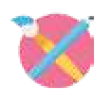
How our code works (write or draw):

Suggestions for improvement:

1.

2.

One thing we improved:



## MY SELF-ASSESSMENT

**Read each statement. For each row, color the stars in the box that describes your effort.**

| | ☆ | ☆☆ | ☆☆☆ |
|---|---|---|---|
| **Academic Content** | ☆ I can explain how light and sound can be used to communicate with help. | ☆☆ I can explain how light and sound can be used to communicate. | ☆☆☆ I can explain how light and sound can be used to communicate using multiple examples in a variety of settings. |
| **Quality of Performance** | ☆ I had some trouble working cooperatively with my partner to develop a project. | ☆☆ I worked cooperatively with my partner to develop a project. | ☆☆☆ I worked cooperatively with my partner to develop a project and served as a role model for my peers. |
| **Life Skills** | ☆ I need more help using suggestions to effectively improve my project. | ☆☆ I used suggestions to improve my project. | ☆☆☆ I used suggestions to improve my project and built on others' suggestions with improvements of my own. |

# Rubric Assessment (for teacher use)

| | Approaching Expectation (1) | Meeting Expectation (2) | Exceeding Expectation (3) |
|---|---|---|---|
| Academic Content | Explains how light or sound codes can be used to communicate but can only offer one example. *Science D.1.e.* | Explains how light or sound codes can be used to communicate, using several examples. *Science D.1.e.* | Explains how light can be used to communicate, using multiple examples in a variety of settings. *Science D.1.e.* |
| | Describes only one way (or needs help describing a way) that technology helps people communicate. *Social Studies D.1.b.* | Describes several ways that technology helps people communicate. *Social Studies D.1.b.* | Describes multiple ways that technology helps people communicate in a variety of settings or situations. *Social Studies D.1.b.* |
| | Explains improvements made to a plan based on suggestions from peers only with support. May not understand how to make improvements. *Science F.1.d.* | Explains improvements made to a plan based on suggestions from peers. *Science F.1.d.* | Explains improvements made to a plan based on suggestions from peers and builds on those suggestions to further improve the plan. *Science F.1.d.* |
| | Creates a tool and code to communicate using light or sound with help. *Vocational Fields A.4.d.* | Creates a tool and code to communicate using light or sound. *Vocational Fields A.4.d.* | Creates a unique or especially detailed tool and code to communicate using light or sound. *Vocational Fields A.4.d.* |
| Quality of Performance | Speaks to audience members but may be difficult to hear or understand. | Speaks clearly to audience members. | Speaks clearly to audience members with confidence and creativity. |
| | Describes the device and method of communication but lacks the clarity needed to help the audience to understand. | Describes the device and method of communication with clarity. | Describes the device and method of communication with clarity and in an especially engaging way. |
| Life Skills | Works with a classmate to plan and improve a method of communication or device, but may have difficulty being cooperative or helpful. | Works cooperatively with classmates to plan and improve a method of communication or device. | Works cooperatively with classmates to plan and improve a method of communication or device while serving as a leader and assisting others. |
| | Does not demonstrate empathy when communicating with others | Demonstrates empathy when communicating with others. | Demonstrates empathy when communicating with others and serves as a role model for classmates. |

**ARTIST CREDIT**

| | |
|---|---|
| Used throughout | ONYXprj / Shutterstock.com |
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